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ABSTRACT

This guide was developed to accompany fifteen locally produced health education films. The series served as a resource for a statewide instructional program called "Patterns of Health." This part of the program provides students in grades 7 and 8 the opportunity to discuss sensitive issues. The following subjects are dealt with: family communications; growth and development; alcohol; drugs; and nutrition. The theme of each film is outlined in a synopsis, and behavioral objectives and activities are listed. The scripts of most of the films are included. Some of the titles are: Your Body Changes; Drugs: Used, Abused; Drugs? You Decide; You Are What You Eat; and Hooked Through Ads. (FG)

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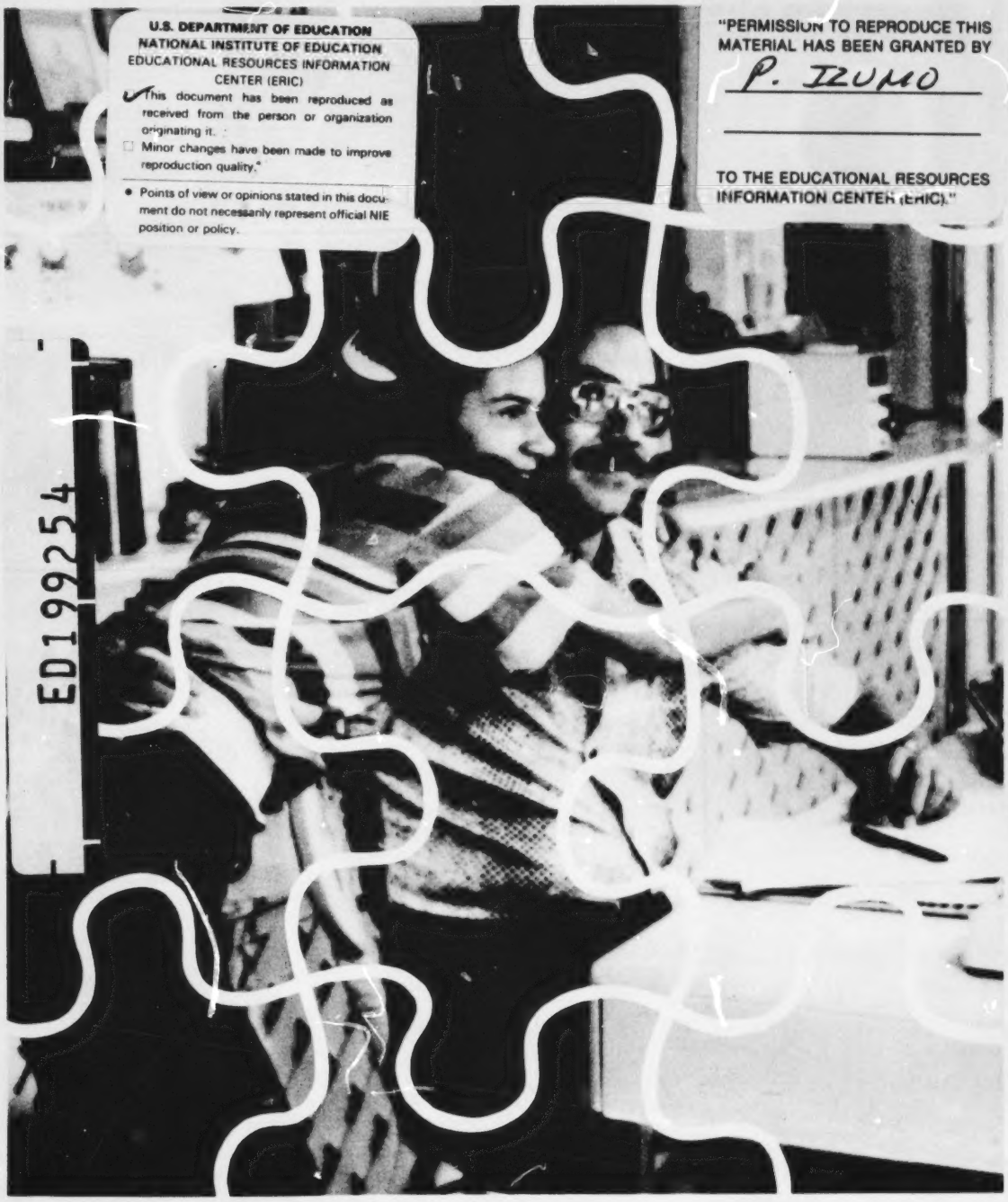

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A Guide for an ETV Health Education Series

Grades 7 and 8

Office of Instructional Services/General Education Branch □ Department of Education □ State of Hawaii
RS 80-9825 □ September 1980

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Governor, State of Hawaii

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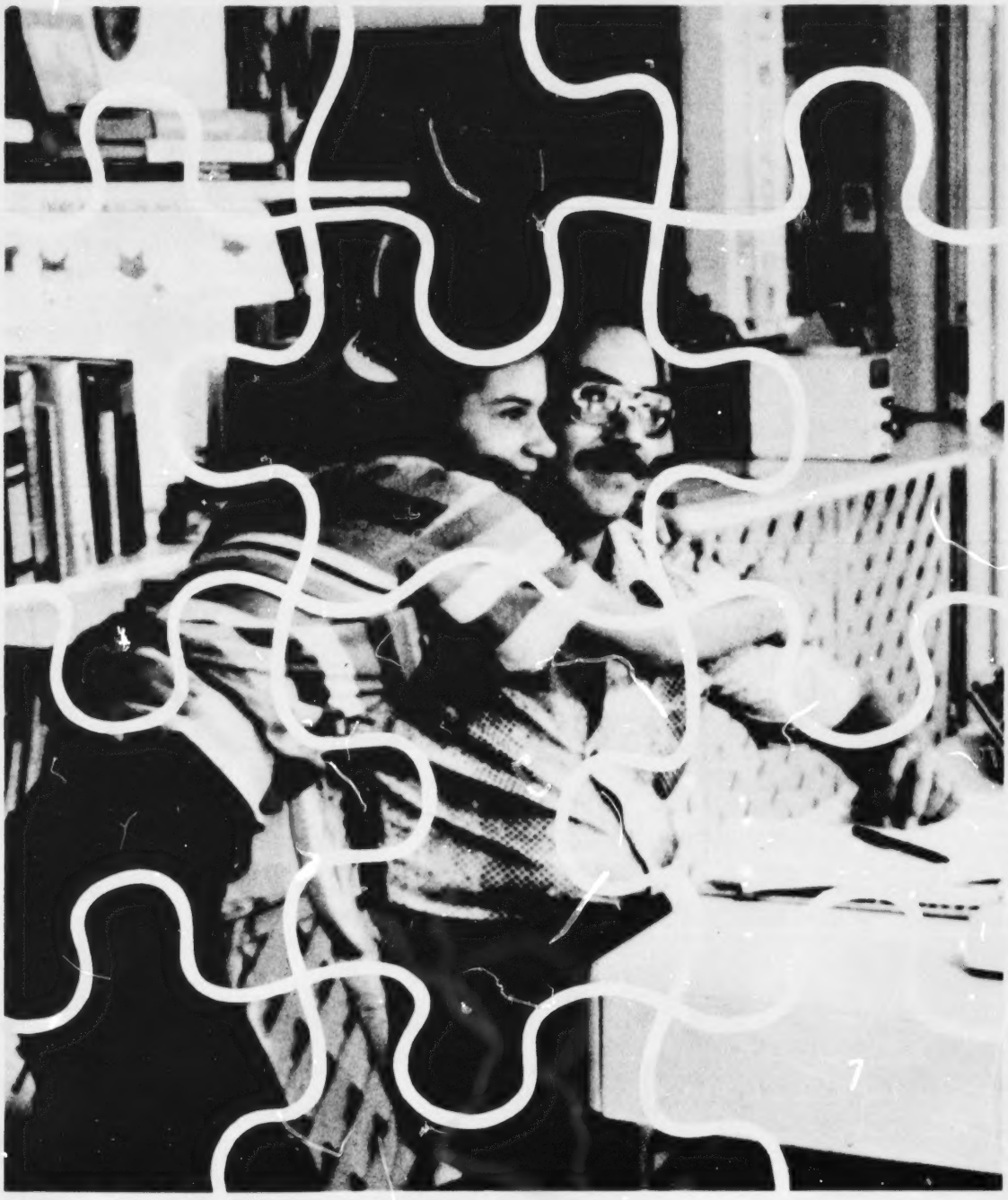

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FOREWORD

The ETV series, "Patterns of Health," consists of fifteen 15-minute locally designed and produced programs to support the Health Education Program for grades 7 and 8. Through this series, students see situations, meet people and have the opportunity to discuss sensitive current issues. Students need to acquire knowledge on which to build their own values and to develop skills so that they may assume increasing responsibility for the protection and improvement of their health.

We hope that parents will be invited to avail themselves of the opportunity to preview programs so that they can share in meaningful health discussions with their youngster. A high level of physical, emotional and social health is not only essential to learning but also to achieving personal satisfaction and happiness throughout the adolescent and adult years.

Charles G. Clark
Superintendent

ACKNOWLEDGMENT

Many students appear in this series. The Department is grateful to them and their parents for their participation and support. Professionals from community health agencies also made a significant contribution to these programs and their time and interest are very much appreciated. These professionals provided accurate data and background information which contributed to the credibility of the programs.

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Special thanks to the parents, children, church and community group representatives and other Department of Education staff who helped to preview some of the programs and offered valuable suggestions.

HEALTH EDUCATION PROGRAM

The Health Education Program for the public schools in the State of Hawaii is implemented through the Health Education Guide for the Public Schools in Hawaii K-6, and through a semester of health at intermediate school and a semester of health in high school.

This mini-guide is designed to accompany the ETV series, "Patterns of Health," produced in 1979-80 for grades 7-8 which, in turn, complements the 7-12 Guide. The ETV series, then, serves as a resource, only, to the instructional program and does not become the total grade 7-8 health program.

The concepts and objectives as shown in this and other Health Education Program documents as shown by an asterisk (*) are from the School Health Education Study, which serves as the State of Hawaii framework in Health Education and is copyrighted by the Minnesota Mining and Manufacturing Company.

Teachers and parents have the opportunity to preview the programs before in-school viewing. This previewing is essential to adequate planning necessary for effective utilization of the series. Learning activities described here are suggestions only; teachers should feel free to devise other relevant activities to meet the stated objectives.

Principals are urged to contact their district office if they feel they would like their teachers to have in-service education in the use of this series or other aspects of the Health Education Program. Principals are also encouraged to devise plans for implementing this series to avoid duplication of presentation in grades 7-8.

Teachers and principals are asked to make comments or criticisms about this mini-guide or the ETV series to their district superintendent.

ETV will duplicate any of the programs if teachers and/or principals will provide the tapes. Please use the videotape request form found in the Television for Learning Broadcast Schedule.

TABLE OF CONTENTS

Title	Subject	Page
Foreword		i
Acknowledgment		ii
Health Education Program		iii
1. Get the Message	Family Communication	1
2. You're Special	Growth & Development	7
3. Your Body Changes	Growth & Development	11
4. Your Body Needs Care	Growth & Development	16
5. Route One	Alcohol	20
6. The Party's Over	Alcohol	22
7. Barbara Murray	Alcohol	24
8. Like Father, Like Son?	Alcohol	25
9. Drugs: Used, Abused	Drugs	27
10. Drugs? You Decide	Drugs	33
11. Drugs Your Responsibility	Drugs	39
12. Drugs: Who Needs Them	Drugs	44
13. You Are What You Eat	Nutrition	49
14. Grow, Glow, Go Foods	Nutrition	54
15. Hooked Through Ads	Nutrition	59
"Patterns of Health	Music	64
"Kona Kola"	Music	66
"E Kokua Mai"	Evaluation Questionnaire	67

Script material is included to facilitate the teacher's planning of pre- and post-viewing lessons for students. It is copied from the audio portion of the film sequence which contains some cues for the speakers and may, at times, be grammatically incorrect. The scripts are not activities per se, but they can be helpful to teachers while previewing programs, for points of emphasis.

PROGRAM 1 - GET THE MESSAGE

SYNOPSIS

Each family has unique verbal and nonverbal communication patterns. A healthy person will have a good awareness of these patterns and be able to take care of themselves as they move toward autonomy in family relationships. Good communication skills are important because they enable a person to develop value-oriented responsible action in family relationships.

BEHAVIORAL OBJECTIVES

1. Students will become aware of certain communication patterns typical to family life.

2. Students will become aware of communication skills that will help them in their relationship to their family.

3. Students will become aware that friends, relatives or adults other than their family members may be able to provide them with good communication skills.

4. Students will become aware of the necessity of give and take for good family relationships.

ACTIVITIES

1. Send notices to parents about the new series.

2. Preview the program.

3. Review page 27 from the Health Education Instructional Guide, grades 7-12, as well as pages 179-228 in the Supplement.

4. Present an overview of the whole series to the students.

5. Review and expand on prior learnings on:
   a. values and decision-making
   b. important components of communications

6. Have students design greeting cards to their family members with a single idea, message or feeling. Display and discuss the cards.

7. Administer a pre-test you design to determine present level of knowledge, attitude and practices in the areas of growth and development, alcohol, drugs, nutrition and inter-personal relationships.

GET THE MESSAGE

Script

WOMAN: Why it's lovely. Just what I've always wanted.

Ever feel mixed up about what people tell you?

MAN: Sure, it's all right. I'll be happy to take you to the game.

Do people sometimes say one thing with their words and another thing with their body?

TEENAGER: Who me? No, I'm not tired at all.

Do you ever tell people one thing when you mean another?

All of us give and receive spoken and unspoken messages many times each day. Many interesting things happen if these messages are mixed up. And in our families, mixed up messages can cause a lot of problems and make it hard for people who care about each other to get along.

Do you ever wish things would go better in your family?

That your parents would listen to you?

That you could take better care of yourself?

Then get to be a bit of a communications expert. Learn to catch the double messages people send with their bodies as well as their words.

MOTHER: Tim, do you know what time it is?

It doesn't sound like she wants to know what time it is.

It sounds more like she might be angry about something you did or forgot to do. You'd better go find out what's happening Tim.

Linda, can you hang around for a while? Then let's see what other hidden or double messages you've received recently. Think of something that happened to you at home, when you got a double message.

DAD: Linda, don't you think it's hot in here?

It looks like he might be asking you to open the window, get a fan, or a glass of iced water. Do you ever feel scared you won't do the right thing when something like that happens? Let's see, can you think of another time something confusing like that happened?

MOTHER: Linda, you can have whatever you want to eat.

That looks pretty confusing. She's saying yes and shaking her head no. Learning to catch the messages that people send without words as well as with words is the first step in becoming a good communicator.

LINDA: That sounds great, but what do you do with that information?

You can use it to take better care of yourself. Let's replay the situations we just saw and see things you and Tim could do to make your communications less confusing.

MOTHER: Do you know what time it is Tim?

TIM: It's almost 4 o'clock.

MOTHER: You're right, I did ask what time it is. But what I meant is, your soccer practice starts at four, shouldn't you be down at the field now?

Answering the direct question that is

asked in a nice way can go a long way to defuse a situation, and help the other person be clear about what they want.

DAD: Say, Linda, don't you think it's hot in here?

LINDA: No, I don't think it's hot in here, but I'm wondering, is there something you want me to do?

DAD: Yes, turn on the fan for me, and thanks.

Another way to sort out double messages is to answer the question asked, then guess at what else the person might be saying and ask them about that.

MOTHER: Linda, you can have whatever you want.

LINDA: You're saying I can have whatever I want but you're shaking your head no. What do you mean?

MOTHER: Well, I mean you can have whatever you want that costs $5 or less.

By noticing the spoken message and the non-spoken message, you can figure out ways to take care of yourself. This time Linda mentioned both messages to mother, which helped her mother be really clear about what she meant. Can you think of other ways to clear up communication between you and your family?

The most important part in communicating well with your family is feeling good about yourself. When you like yourself, you're more likely to take good care of yourself. Share the good things you do with others.

LINDA: Guess what, I just did a 180 on my skateboard! I'd like for you to watch me. Will you?

DAD: Sure.

LINDA: When would be a good time for you to do this?

TIM: Golly mother, I gave my report in History today and the teacher said it was good. She also said I've improved a lot over my last report!

MOTHER: That's great. And it's nice to know you can improve. Thanks for sharing.

Sometimes people call this bragging and say you shouldn't do it. But if Tim and Linda don't share the good things that happen to them when Mom and Dad aren't around, how are their parents going to know about the neat things they do?

And the bad things that happen, well somehow it's most likely your parents will find out about the bad things.

TIM: I know, I just won't mention at home my grades came out. Then my parents will never know I got a D in English.

Now Tim, how long do you think that will work?

DAD: Just how long were you planning to wait to tell us about your grades?

MOM: If I hadn't talked to Mrs. Nishimura I would never have known your low English grade.

DAD: No TV for a month.

How angry with each other people can get. Very often, the more people care for each other, the angrier they can get.

TIM: I'm going to run away from home. I hate school. I tried to do better and all the other grades were good but English. What a mess!

VOICE: Hi! How'd the grades go!

TIM: Terrible. I knew my parents were going to blow up, so I didn't show them my grades right away.

VOICE: Did that help?

TIM: No, they yelled at me anyway and took away my TV privileges.

VOICE: Did you deserve any of that?

TIM: Well, I did get a D 'cause I didn't turn my English homework in, and I felt badly about my grade already. But when everybody yells at me and calls me names, well, I get so mad I don't ever want to study again.

It's important to realize that you have to take responsibility for your actions, and it sometimes means unpleasant consequences such as when you don't do well you lose privileges. Would you like to see if there's some better way to handle grades?

TIM: Sure!

PARENT 1: I feel upset when Joe doesn't do well. I think I've failed as a parent.

PARENT 2: I wish my kids would come to me when they're having trouble in school and let me know. I'd be happy to help.

PARENT 3: Me too. I don't interfere with school because I think kids need to figure things out for themselves.

PARENT 4: Another thing. I get more upset when my kids don't share their grades with me than when they do. It's as if they don't care.

PARENT 5: I asked Sue all quarter how things were going and she said fine. Well, things weren't fine when the grades came out and I don't like being lied to.

PARENT 6: I think sometimes kids are afraid they'll get punished if they tell us things aren't good.

PARENT 3: Well, that's life, taking credit when things go well and taking the consequences when they don't.

What have you learned Tim?

TIM: Well, it sounds like parents want to know when things aren't going well so they can help. And then there's the hard part, taking the consequences when I'm goofing off and not getting my work done.

Would you like to jump ahead to next quarter and see if you will handle the grade situation differently?

TIM: Sure.

TIM: Uh, Dad, I need to talk to you. Is now a good time?

DAD: Let me finish reading this article.

DAD: What's up?

TIM: Well, you know my English grade last quarter? And, well, I've been working to improve it. But I need your help. This test came back with a D on it.

DAD: I'm sure glad you showed this to me. That took a lot of courage 'cause you know how angry I got last time. But I'm pleased that you're taking responsibility for yourself. Let's look at the test and see what we can do.

TIM: Wow, he didn't even yell at me. Do you really think it could happen that way?

Parents especially like to be asked for help, that's what they're there for. And they like to know you're concerned about what's happening. It's OK to share the not so good things you do as well as the terrific things you do. Sometimes, though, you might find it difficult to get your parents' attention. Let's see some of the ways you can go about doing this.

One way to get your parents' attention is to just start talking. The problem is halfway through the second sentence your dad asks if you're talking to him. Then you have to start in again wasting time and words.

Or you might stand very still in front of your mother until you're noticed. Problem. this might take a very long time--a very long time.

You might pull or tug on part of your Dad's clothing and wait for him to turn around and ask you "What is it?" The problem is, he might yell at you and tell you to go away.

Another way to get your Mom's attention is to raise your voice and say "Hey Mom!" Problem is, she might yell at you and take your privileges away.

Or you might go to a friend's house and call your mother up. The problem is, she might start to yell at you for not being home yet. Then you're listening and not talking.

You go outside and ring the front doorbell and wait until your father answers the door. Then you tell him what you had in mind. The problem is, he might be laughing too hard to listen.

How about looking at some other ways to get your parents' attention?

TIM: Mom, I need to talk with you for about 10 minutes. When would be a good time?

MOM: When I finish paying the bills, in about a half hour. Come back then.

If parents know how long you want to talk and feel you are not pushing them, you may be surprised at how willing they are to talk with you.

Sometimes writing a note stating what you want, how important it is and how long it will take is a good way to get your parents' attention. Showing consideration for others goes a long way to making communication in the family work well.

There's a note of warning in this. You need to use discretion when communicating with your parents. That means using caution. For example:

You can bet it would not be discreet to ask your dad for a new bike at 5:00 AM.

Or to come barging in on your mother's conversation when you want to ask her if you can stay overnight with a friend.

Discretion is a fancy word for being

sensitive to other people and using common sense.

There's some other things you can do to take care of yourself in a family. Go to your grandparents for advice. They have lots of wisdom and love to share with you.

Or talk to an auntie or uncle. Many times because they're family it might be easy to talk to them, and they might understand what you're going through.

Or talk to a friend, a brother or a sister, or a school counselor. There's lots of people around who care about you, want you to feel happy, and have a good life.

While we're on the subject, have you ever thought of ways you can tell people in your family when you need caring and hugs? And have you ever thought about giving other people in your family caring, support and hugs, too?

Mom and Dad need hugs and kisses as much as you do. Do you ever tell them thanks for the day-to-day things they do for you?

Grownups or adults are legally responsible for you until you are 18, and have final say over your life. Most grownups and parents want to be helpful to their children and want their children to have a good life and feel good about themselves.

There are so many ways to communicate in a family. Being in a family means living and working together cooperatively, and it also means that sometimes you have to give as well as take and you don't always get all you want.

There's a lot you can do to help communications in your family.

There's a lot your family can do to help you. Building good patterns of communications and relationships with people you care about and who care about you will help you all your life.

PROGRAM 2 - YOU'RE SPECIAL

SYNOPSIS

Adolescence is a time of change and growth in the continuum of life. Knowledge of heredity and environment give clues to individual differences in change and growth. Self acceptance allows creativity in learning the appropriate developmental skills, so the student can have functional self-esteem.

BEHAVIORAL OBJECTIVES

1. Students will be able to identify ways that adolescence can be a positive, challenging experience, similar to other periods of life.

2. Students will be able to begin to recognize inherited characteristics in themselves, and begin to use these characteristics as positive aspects in their lives.

3. Students will begin to recognize acquired characteristics in themselves, and know the potential exists by choice to change or keep these aspects of themselves.

4. Because of the variations in peoples' abilities and experiences, students will begin to realize that it is okay to be different.

5. Students should be able to identify developmental skills appropriate to the 13-15 year old, which will aid them in self acceptance.

ACTIVITIES

1. Preview the program.

2. Review the appropriate section of the Health Education Instructional Guide, grades 7-12, beginning on Page 13.

3. Select appropriate activities from the guide for pre- and post-viewing follow-up.

4. Share the general findings from the pretest to illustrate variations in experiences and perceptions about themselves and healthy behavior.

YOU'RE SPECIAL

Script

You were once a small baby just like this. While grownups took care of you, you spent your days learning and exploring. If all went well your experiences were filled with pleasure and love. At birth no matter what you looked like you were OK, which means you had worth and value. What happened to you after birth sometimes changed your good feelings about yourself.

As you grew your body began to change and suddenly you were no longer a baby--but a child. You were creative and full of imagination. Everything had to be investigated. As you grew you began to get "strokes." Strokes are those things that make you feel bad or good. You can get strokes through touching, speaking and looking. All your life you will continue to seek out strokes.

The time of investigation continues. As you grow and reach out you learn to play cooperatively with friends and to get the strokes you need from others as well as your parents.

Life is full of many fun experiences. You decide more things for yourself. You investigate more and begin to notice your unique body characteristics.

As you continue to exercise your independence you try to do more things for yourself and you soon find yourself in the age of romance and adventure. You daydream, plan and think about what adult life will be like. Your desire to reach out on your own may cause problems for you.

You still have adults telling you what to do, while your own mind is telling you what you want to do.

Now you are an adult. You have arrived at that magical place.

You are mature, all wise, you never make mistakes. But it just isn't so; adults still experience indecision, change, pain, joy.

ADULT 1: Some of my best learning experiences have come from my most painful mistakes.

ADULT 2: I thought as an adolescent my body changes were complete, but I find I'm still curious about how my body is changing.

ADULT 3: I'm really glad I can make most of my own decisions but find times when I need to ask advice from others.

Each of these layers is important and available to help you experience life more fully. Growth is a natural lifelong process--ignoring parts of your growth experience limits yourself and your personality. Healthy movement from one phase to the other includes being able to use good and bad experiences for your own benefit; and this is what makes you special.

As you are in the adolescent stage let's focus on your healthy movements through this phase called the teen years. There are characteristics about you that you usually cannot control. These are called inherited characteristics.

PERSON: I wish I had black hair.

PERSON: This nose!

PERSON: I wish I didn't have to wear glasses.

PERSON: I could dye it. However, this color makes me very unique.

PERSON: Maybe I can have it operated on. On the other hand, it does give me a great profile.

GIRL: Maybe I can get help by getting a more attractive frame.

As your father's sperm entered your mother's egg, you gained a unique set of inherited characteristics that go with you throughout your life. These characteristics are passed to you from chromosomes found in the egg and sperm.

We are still learning how chromosomes control certain aspects of your development all your life. Authorities differ on what these aspects are. We do know however, that inherited characteristics are passed to you in the 23 chromosomes you get from your mother and the 23 chromosomes you get from your father.

These genes are tiny chemicals which program the development of physical characteristics throughout your body. They influence the shape of your nose, the color of your eyes, their shape and size, how tall you will be and many other things. Sometimes something may go wrong within a gene and a baby may then inherit a defect or disease.

In addition to physical traits, other characteristics may be inherited. Some scientists feel that intelligence and special talents and abilities such as an ear for music, the way you write, skill at sports, are inherited. However, they have never been able to link specific genes to these traits--although there is considerable evidence that complicated traits like intelligence may well be inherited. The important thing is that whatever talents and characteristics you inherit, it's up to you to learn how to live comfortably with yourself.

How aware are you of your individual body shape and size, those special features that make you a unique person? Can you accept who and what you are, what you look like? If you like yourself the way you are then you are lucky. If you are unhappy about your inherited characteristics then the healthy thing to do is to learn to accept them as a positive part of yourself or learn ways you may be able to change them.

TEENAGER: Talks to the point "what part of your body have you learned to accept."

TEENAGER: Talks to the point "I couldn't accept such and such but since I had such and such done . . ."

TEENAGER: Talks to the point "Now that I like such and such about myself, I feel this way."

Environment is a word used to describe the conditions in your life that influence your development--things like your family, friends, TV, school, food you eat, diseases you have. These and other things influence the kind of person you are and the ways you decide to handle life.

MOTHER: Charles, really I don't think you should play football. Why not take band or orchestra instead? All your brothers were in the band.

CHARLES: Okay, if that's the way you feel, but you will live to regret it.

VOICE: Hold it Charlie. Isn't there another way to handle this? Let's back up and do it again.

MOTHER: Charles, really I don't think you should play football. Why not take band or orchestra instead? All your brothers were in the band.

CHARLES: But Mom, I want to tell you what I want. I want to play football. All my friends are going to play football and I want to also.

MOTHER: What about music? Are you giving up the family tradition?

CHARLES: No, I'll still play the horn. I'll take my lessons. Maybe I won't make the football team, but I still want to try. If I don't make the team I'll take band.

MOTHER: I like it that you've given this some thought.

VOICE: Ask for what you want, think of other solutions. Perhaps your parents will listen. It's worth the effort and it's healthy.

The environment in which a person grows up or places themselves is very important in determining the attitudes one develops toward life.

YOUNG GIRL: Wow! That was terrific. How do you do it? I try and try--what's your secret?

OLDER GIRL: Practice, Debbie, practice!

VOICE: Ask people you trust or admire for advice. Listen closely to what they say then choose what you want to do--it's healthy.

BOY ONE: (Laughing)

BOY TWO: Jeff you are always so happy all the time. Why?

BOY ONE: I think life is really great.

VOICE: This usually happens when you learn to feel good about who you are. Like yourself--it's healthy.

There are many forces that are affecting your life such as TV, friends, parents, the place you live, and yourself. What you become because of these influences make up your acquired characteristics. Understanding how these characteristics influence you make it possible for you to figure out ways to be the kind of person you want to be.

GIRL: But how do I do all this? How can I learn to accept or change those things that I inherited and those things that I acquired?

PERSON: People--havin' problems wit' cher folks, yer friends, yer teachers, the law, yerself. You say you don't like yerself? Well, I'm here to show you what some people have done. They read my book, this little book yes sir. This book has all the answers just for you.

Look for options--there are many different ways to do the same thing.

Ask for advice. Ignorance sometimes causes problems. Don't be afraid to ask for help.

Think for yourself. Don't always let others make your decisions.

Work to change what you can, things you can. Accept with good feelings those you can't.

Feel okay about yourself. Learn to give yourself strokes. Like yourself.

There are many creative ways that you can improve upon your heredity or environmental background. It is healthy and good for you to work through your problems. As you learn ways to accept some parts of yourself and change others, you will develop patterns of health which you can use all your life.

PROGRAM 3 - YOUR BODY CHANGES

SYNOPSIS

Adolescence is a time of rapid growth in the emotional, social and physical makeup of both males and females. Each individual has his/her unique time frame for this growth. Awareness of variability has the potential to facilitate positive relationship with self and others.

BEHAVIORAL OBJECTIVES

1. Students will be able to begin to accept their own rate of emotional, social and physical growth and change.

2. Students will be able to identify many of the new physiological changes that will occur in their bodies.

3. Students will become aware of the emotional changes they may experience because of major hormonal (shifts) awakenings.

4. Students will begin to build a base for feeling comfortable with changing patterns in social interactions.

5. Students will be able to evaluate to some degree their own emotional, social, and physical growth.

ACTIVITIES

1. Preview program and check for parental requests for students to be withheld from viewing this program. Plan for these students.

2. Review applicable sections of Health Education Instructional Guide, grades 7-12, beginning on page 13, and especially the unit on Family and Sex Education, pages 27-29.

3. Select appropriate activities from the guide.

4. Have the students write their heights and weights and make two charts showing the boys' and girls' statistics compared with some standard height-weight charts. Discuss the reasons for differences in growth rate.

5. Write on the board "Who Am I?" Have students write self descriptions without their names. Let them know that these will be shared with the class. Collect them and distribute them randomly. Have some students read theirs aloud and have the class guess the identity of the writers. The writers do not have to disclose themselves if they choose not to.

YOUR BODY CHANGES

Script

GIRL: It is really difficult for me. I want to date but no one ever asks me. Will you help me to find the reason? I have no one to turn to!
Desperate

BOY: So you see here I am, 15 and still no pubic hair. It is embarrassing to go to gym and change my clothes in front of other guys. What's wrong with me?
Wondering

BOY: I'm 14 years old and frustrated. No one likes me, I have no friends. I hate myself! Help!
Hopeless

GIRL: I'm 13 and I cry a lot. My breasts are small, my hips are large. I'm a real mess. Why aren't I normal?
Worried

MAN: Dear Desperate
Wondering
Hopeless
Worried
and anyone else out there who has similar questions. It is frustrating, frightening and difficult when you have questions and feelings that you find difficult to share with those close to you. There are so many things you need to know BUT:

You're afraid to ask your parents.

You're embarrassed to ask your doctor.

You hesitate to ask your friends.

MAN: Sometimes it is easier to ask a stranger. Well I'm a stranger and I'm going to answer some questions you might have, and so are some of my friends. You see you'll find it's better to be open about what you want to know. That way you'll learn more and get better answers.

Teenagers today face the same process of growth and development as the teenagers of years gone by.

They will change socially, emotionally and physically. Within each person's growth patterns they have their own timetable which determines how and when these changes will occur.

GIRL 1: Well you know, we talk about a lot of things. My friends tell me things, you know, about sex and stuff like that.

GIRL 2: But some friends are afraid to ask. I never ask anyone 'cause I don't want my friends to think I'm dumb. I just sorta hope I'll find out everything some way.

GIRL 1: I'm not afraid to ask you! You see I'm 14 and I want to know some things about my body because I don't have parents who will tell me. I want to know about my breasts, and genitals, and those sexual feelings I'm experiencing. And I'm also curious about what changes are happening in boys.

MAN: You are not alone in wanting to know this. Most young people are curious about their bodies and the bodies of their friends.

MAN: Teenage girls of the same age will have various things happening to their physical bodies. The internal timetable will make differences in your physical, social and emotional development from those of your friends.

MAN: Teenage boys too can see differences in the physical, social and emotional development of themselves and their friends. As hormones begin to work on the body, certain portions of the body begin to grow or change.

Script (continued)

MAN: As the breasts in girls begin to change or develop, there are five stages that follow a predictable order. Depending on your own timetable, some girls may develop very large breasts, some very small and some in between. The size of your breasts will depend on your heredity and body weight.

MAN: The first stage in breast development is the prepuberty flat appearance like that of a child.

This stage is the "budding" stage. Small, raised breast buds appear and the process begins.

This stage shows a general enlargement and raising of the breast. The dark area surrounding the nipple, called areola, also increases in size.

MAN: In the fourth stage the nipple and dark area stand out from the breast.

The adult breast has enlarged more, the dark area or areola is in contour with the rest of the breast. There may or may not be hair on the breast which is perfectly normal.

MAN: Another sign of change in girls comes in the area of the genitals. The growth of pubic hair comes to cover the genital region. It is useful in protection to these important organs. It's appearance comes before the other auxiliary hair on the legs and under the arms. Pubic hair is a sign that your body is changing inside and out. As a girl matures her external genitals also change. They become enlarged and their erotic sensitivity is increased, especially the clitoris. The color of the organs also become darker. You are fast becoming a physically mature, adult woman.

MAN: In the boys the genitals provide the most noticeable change as puberty begins. You will notice the penis changes in size as does the scrotum or balls. They also become more sensitive to touch and erotic feelings. The pubic hair begins to show and increase in amount as you grow older. As with girls, the hair is fine and straight at first, then becomes more coarse as it spreads over the genital area.

In the final stage the penis has become longer and thicker and the scrotum pigmented and darker. Penis size and shape is mostly determined by heredity, and variations in size and shape are to be expected. The penis is pictured in the flaccid or soft state and it becomes larger when an erection occurs.

DIANE: When puberty changes take place in the female body, most girls do not suddenly become intensely interested in sex. They may experience sexual feelings and they may experience interest in boys, but most of the time they tend to see relationships as just dating and having a good time.

Some girls will have very intense sexual feelings and other girls will be considerably older before they have those feelings. For most girls, though, talking about boys, getting to know them, seems to be very important and that is a little different from how it is for boys. Because you have sexual feelings it's important to think about what this means for you and what you want for yourself. Having intercourse with a boy means that it's possible to become pregnant and being pregnant as a teenager is a high risk to you and your baby. You also need to think if you're ready to have a baby and

to put someone else's needs ahead of yours.

DIANE: When boys reach puberty, most of them become intensely interested in sex, and have sexual feelings and dreams. A boy may experience his feelings and new body sensations differently than a girl does hers. He may not understand it but what he is feeling is probably sexual excitement. There does seem to be some differences between boys and girls and boys are much more intensely aware of the changes in their genitals, penis size and in the sexual feelings that they have in the genital region. However, there is another difference; at this age boys seem to enjoy talking to their friends much more--their boyfriends--about bicycle racing, skateboarding, surfboarding than they do talking to other girls, while at this time girls may be more interested in talking to boys.

It's important to know as you have sexual feelings, what this can mean. It means that you can make a girl pregnant if you have sexual intercourse, and become a father. You need to think what this means for yourself.

Some boys and girls get their needs for sensual feelings mixed up with their sexual feelings. They want to be touched, to be cared for, to be loved, and so they have sex with another person. The risk of getting pregnant when what you want is to touch and care for each other is pretty high, so you need to think about what you want, and it's OK to hug someone and get loving that way without having sex. It's also nice to know that your body can give you these good feelings and that when you choose to have sex with another person, that you're sharing a very beautiful part of yourself with someone else.

You need to think about what being sexual with another person means and to make a decision around whether or not you want to wait till you get married, when you want to have sex with another person, the kind of person you want it to be. The most important thing is to feel good about the changes that your body's going through and to know that your body can give you some very beautiful feelings.

BOY 1: You ask her.

BOY 2: No, you ask her!

BOY 3: I'll ask her and you'll both be left out.

BOY 1: I want her to go to the dance with me, but I'm chicken to ask her.

MAN: David and Jeff are not alone because they are shy. Part of social development comes in the way we handle our relationships with other people. If we are shy or selfish or easy to anger, jealous, withdrawn, depressed, or bored, along with other things, our social development may need some work. Take one of the areas in which you need work. If for instance like these boys you are shy, to overcome shyness, set a goal to say hi or hello five times this week, to people you want to know better. See what her reaction will be.

MOUTH: Hello, hello, hello, hello, hello. (Each time said a different way.)

Boys traditionally are expected by girls to ask them for dates. Most boys are hesitant and unsure how to do this at first. Girls need to know how to help them do it because many boys find it scary to ask for a date. Fortunately today it is acceptable for girls to ask boys for a date. Asking for a date is hard and takes practice. Finding someone you want to go out with and

who wants to go out with you may mean asking several people.

Dating is a time to look around and see what you like or do not like about the opposite sex. It is a time to have a good time and to form friendships.

During this time your body is making adjustments to different amounts of hormones. You may find your moods shifting rapidly and unexplainably. Learning how to handle these feelings takes practice and experience. For instance hard physical exercise, like tennis, is a good way to release anger.

A long walk can help you when you need some time alone to cool off or sort your feelings.

Write your feelings of love or frustration in a letter. If you don't want it seen, tear it up.

Pound your bed pillow and yell into it if you're frustrated because you can't have your own way. It helps without hurting others.

Try some hard physical work. It is a constructive way to work off tension and do something that may reward you or make you proud of yourself.

Cry. Crying can help both boys and girls to relieve stress, anxiety or pain caused from physical or emotional hurts.

Talk about your feelings with someone you like who cares about you and who will listen.

Experiencing the physical, emotional and social changes you are going through can be an exciting time even with its ups and downs. Developing your own point of view about yourself can help you to discover who you are.

Observe your patterns of behavior because you are now in the process of becoming an adult. Use this information to become the kind of person you want to be.

PROGRAM 4 - YOUR BODY NEEDS CARE

SYNOPSIS

Because of the rapid growth in adolescence, there is a need for learning new health practices. By learning how to handle health care problems, students will find ways to deal with them.

BEHAVIORAL OBJECTIVES

1. Students will recognize glandular effects of puberty on their skin, hair, body odor, etc.
2. Students will recognize new patterns in rest and sleep, also diet and exercise.
3. Students will have an understanding of the problem of pimples and acne.
4. Students will understand there may be variations in their own individual body development.

ACTIVITIES

1. Preview the program and review the script.
2. Review the applicable sections of Health Education Instructional Guide, grades 7-12, pages 13-25.
3. Present an overview of the program to the students.
4. Select appropriate activities from the guide or invite speakers (such as dermatologists or school health nurses) on the topic.

YOUR BODY NEEDS CARE

Script

All of us have a mental image of our physical selves. We look at ourselves in mirrors and see the picture we present to other people. Sometimes people say things to us which tell us about our physical appearance.

All of these perceptions of our self image have a lot to do with our behavior, our relationship with others, and how good we feel about ourselves.

There are so many rapid and major changes taking place in your body and your appearance at this time that you may find yourself feeling discombobulated. You may feel weird, and wonder why all these changes are happening to you.

Within the body are groups of cells which manufacture secretions needed by the healthy body. These groups of cells are called glands. As you can see from the diagram, there are a number of glands in the body and each makes one or more secretions. These secretions work in various ways to help keep the body healthy and working well.

The glands are divided into two types. Exocrine colored blue and endocrine colored red as seen on the chart.

The exocrine glands, those colored blue, have ducts and pour their secretions directly where they will be used.

These are glands that make tears--tears of joy, pain or sorrow.

Or glands that make you sweat and act as a cooling agent for the body.

There are also the mammary glands. In boys these glands never develop, but in girls when the breasts start to grow it is because the mammary glands are growing--the glands that produce milk for a newborn baby.

Other glands are found in the body which aid in eating and digesting food.

The endocrine glands, those colored red, are the other type of glands you find in your body.

Endocrine glands pour secretions directly into the blood, which then carries these secretions to their special part of your body.

These secretions are called hormones. They are chemical messengers, and the word hormone means to arouse or wake up to action. In short, the hormone made by one gland goes to another part of the body and says to it, get going.

Let's look at some of the glands and hormones that tell parts of your body to get going during adolescence.

Everyone is born with a pituitary gland. This important though not completely understood gland affects many parts of your body. It controls your rate of growth from childhood to adulthood. If it becomes overactive you may grow much taller than you normally would and become a giant.

If it does not secrete enough hormones then you may have little growth and become a dwarf. In most people the pituitary functions as it should.

The pituitary gland also affects the thyroid gland, which regulates the amount of oxygen your body cells use.

The adrenal glands are also affected. These glands control your blood flow and keep your muscles full of energy.

The sex glands, the testes in the boy and the ovaries in the girl are affected by the pituitary. These glands regulate sexual and reproductive development in boys and girls.

The functioning of all these glands we've talked about contribute to the fascinating and interesting variations we find in adult men and women.

As you can see, many things happen inside your body which affect you and over which you have little control. As your body changes during puberty, so too will your health care habits need to change.

MOTHER: I don't believe it, you're in the shower. Fantastic. I'm glad I didn't have to nag you to get in there and do it.

OLDER SISTER: Oh you're in there. You better not wreck my new razor. Go slow so you don't cut yourself.

MALE VOICE: Here, use this. It helps to keep those bacterial body odors away.

JUDY: Hi Debbie.

DEBBIE: Hey, you got your hair cut. Looks great! Sure be nice for you since you made the swim team.

As your body changes, your personal health practices need to change. Take the responsibility for the care of your own body. It's a special service you alone can do.

This is skin. It is the protective covering of your body. Made up of millions of tiny cells, it makes up about 15% of your body weight.

As your body changes you will begin to notice odors coming from different parts of your body. These odors are your own special scent. Perhaps you think the odor is due to sweat. Actually this is not true. The odor comes from skin bacteria acting on secretions from glands that were inactive in childhood, but start to function during puberty. These glands are chiefly located in your crotch, your underarms and on your feet.

Bathing frequently removes the odor-causing bacteria, dried skin and dirt from your body, thus allowing the skin to work in a healthy way.

GIRL: I thought growing up would be so much fun, but these darn zits really get me down sometimes.

BOY: Yeah, I know what you mean. I go to bed at night looking great and wake up looking junk.

GIRL: My mother says she would break out when she was either excited or upset like the night before the junior prom or during finals.

BOY: You know, I get really bugged when my friends tease me--"look at David's zits." I wish they'd shut up.

GIRL: Sometimes I go for weeks without any and then whamo, a big pimple pops up.

BOY: Well, my dad said he had them until he was in his 20's, and then they suddenly went away. So I've been working on learning to live with them, like washing more often and keeping my hands off my face.

GIRL: It helps, when I look around and see other kids with them, then I know that I'm not the only one, but I wonder, how come we have to go through this?

DOCTOR: (Talking about acne, hormones, soap and water, etc.)

Script (continued)

GIRL: Well, it looks like we don't have much choice about going through adolescence or not. And I just know they're going to say I shouldn't eat candy, french fries, chocolate--all my favorites.

BOY: When someone tells me not to eat something, that makes me want to eat it all the more.

Reassure students that acne is common and in most cases goes away.

Talk about foods you eat, body chemistry, keep hair off face, etc.

Also how to care for skin to avoid a lot of pimples.

In this period of rapid physical changes, your body experiences a greater need for exercise, food and sleep. Sleeping more is not a sign of laziness but responding to the needs of the body at this time.

BOY: What will I need to do to keep my body healthy?

DOCTOR: Talking to the question "What do you do to keep your body healthy?" Also cover cleanliness, eating habits, rest, exercise, glands, get help if needed, variations in individuals.

Because you are special the way you care for your body is of special importance to you. While your health care needs may be similar to your friends, there will be differences unique to you. This means each of you will need to develop your own patterns of eating, exercising and sleeping. Listen to your body, it has the information you need to establish PATTERNS OF HEALTH for the rest of your life.

PROGRAM 5 - ROUTE ONE

SYNOPSIS

A science class at Jackson Junior High is studying different kinds of alcohol. It is interrupted by the arrival of Patches, a St. Bernard belonging to one of the students. Patches is suffering from a hangover caused by some accidental drinking at a wedding celebration the previous day. The teacher uses Patches' misery to discuss misconceptions about hangover cures and how much is the right amount to drink. An animated clip shows the route alcohol takes as it travels through the body and its subsequent effects on the brain and other body systems. Although the program stresses factual material, value-oriented concepts of celebration, consequences, decision-making and responsibility are all touched upon as well as common questions and misconceptions students share. THINK ABOUT WHAT YOU DRINK ABOUT, a TV commercial-type song, suggests the tone of the program.

BEHAVIORAL OBJECTIVES

In order to make responsible decisions about drinking:

1. Students will be able to identify basic information about alcohol drinking, including
   - the physiological effects of alcohol
   - the differences between ethyl and methyl alcohol
   - why alcohol is a drug
   - the different amounts of alcohol in different kinds of beverages
   - the amount of alcohol necessary for intoxication
   - the misconceptions which have developed about alcohol

2. Students will be able to decide whether people are responsible for or influence other people's drinking and abstaining behavior.

3. Students will be able to identify methods by which to discourage or prevent irresponsible drinking by others.

This film was produced by Abt Associates Inc., under a grant from the U. S. Department of Health, Education, and Welfare. No script was available for this and programs 6, 7, and 8.

ACTIVITIES

1. Preview the program.

2. Review pages 34-35 and pages 117-129 from the Health Education Instructional Guide, grades 7-12.

3. Select appropriate activities from the guide.

4. Discuss what determines the effects drinking has on people:
   - . their weight
   - . their drinking experience

ACTIVITIES (continued)

- . how much they've eaten and what they've eaten
- . how much alcohol they've had
- . how fast they drink
- . their expectations, feelings, and the drinking setting

It is difficult to predict how alcohol will affect a person.

5. Develop a True/False questionnaire based on the content of the program. Administer the questionnaire before and after viewing for a measure of how much was learned.

6. Prepare a chart of the human body and have students trace the passage of alcohol through the body chart. Discuss the "correct route," and have students explain what effect the alcohol has and how it may vary, depending on the factors cited in Activity #4.

PROGRAM 6 - THE PARTY'S OVER

SYNOPSIS

Jackson Junior High students pursue their studies about alcohol. Class members offer many opinions about the relationship between legal drinking age, maturity and responsible behavior concerning the use of alcoholic beverages. In the hall after class, one student, Fred, and a few of his friends decide to crash a slumber party given by Sarah, another class member. Fred announces that he will bring wine and beer to "liven things up." On the night of the slumber party, after Sarah's parents have left for a party of their own, Fred and his friends invite themselves in and turn the quiet evening into a disruptive and unpleasant affair. Sarah is attempting to cope with the situation when her parents arrive home to discover the disarray created by Fred.

BEHAVIORAL OBJECTIVES

1. Students will be able to identify the various external influences which may shape their attitudes, decisions and behavior, including parents, peers, social attitudes, school, church, and laws.

2. Students will be able to describe the effects of their own behavior on other people.

ACTIVITIES

1. Preview the program.

2. Review pages 34-35 and pages 117-129 from the Health Education Instructional Guide, grades 7-12.

3. Select appropriate activities from the guide for use with this program.

4. Lead students to role play a variety of situations in which one player must decide whether he or she is responsible for discouraging or preventing alcohol abuse on the part of another player. Use:
   - two friends, one is drunk and about to drive
   - three friends, one of whom is about to buy alcohol for an underage friend (a player)
   - two friends, one asks the other "Let's have some beer," and they're at the other player's home. Parents have said "you're too young." What does the player say?

5. Guide students to notice, while watching the program, instances of:
   - peer pressure that is not helpful
   - peer pressure that is helpful
   - instances where peer pressure should have been exerted, but was not exerted

ACTIVITIES (continued)

. peer attitudes toward the television teacher's recommendation that kids should drink only with parents and obey the law on the legal drinking age.

Discuss the observations after viewing the program. Actively solicit divergent viewpoints.

PROGRAM 7 - BARBARA MURRAY

SYNOPSIS

Barbara Murray, a young substitute teacher at Jackson Junior High, finds her class involved in a discussion of whether alcohol is "good" or "bad." Barbara, a non-drinker who is somewhat defensive about the pressure her friends put on her to try alcohol, avoids the students' question about whether she drinks and turns the discussion to the history of alcohol. An animated section of the film touches on varied cultural and religious customs regarding alcohol, ending with the lyrics, "It's up to you to pick or choose, depending on who you are." The rest of the film alternates between Barbara's search for a reason for her own attitude toward drinking and the class involvement in the question of why people do or don't drink.

BEHAVIORAL OBJECTIVES

1. Students will become aware of responsible attitudes toward different historical, religious and ethnic drinking customs.

2. Students will be able to identify reasons individuals give for using or not using alcohol.

3. Students will be able to evaluate the "image" of alcohol use and non-use as portrayed by current ads, TV, movies, etc., and how this image differs for women and men.

4. Students will become aware of alternative means of dealing with peer and non-peer pressure to use or abuse alcohol and responsible attitudes toward resisting such pressure.

ACTIVITIES

1. Preview the program.

2. Review pages 34-35 and pages 117-129 from the Health Education Instructional Guide, grades 7-12, if not previously reviewed.

3. Ask the students to look for groups that abstain from the use of alcohol in the program they are viewing. Then discuss other abstention groups that were not shown. Ask why these people abstain. What do these people do to have fun, relax or not worry about minor worries?

4. Explore stereotypes about people who drink--"good guy" beer drinker, tough guy who takes his liquor "straight," etc. Also, the double standard related to men and women who drink.

PROGRAM 8 - LIKE FATHER, LIKE SON?

SYNOPSIS

At Jackson Junior High, young Jim is studying about problem drinking in a class project on alcohol. Jim recognizes that his own father, Big Jim, is a problem drinker. Jim and his father have a very close relationship, and Jim feels he has knowledge that can help his dad. But each time he tries to talk about it, his father becomes belligerent. Jim feels powerless in the face of his father's rage. After a particularly explosive scene between father and son, the father apologizes and promises to change. The viewer is left wondering if the same promise has been given many times before.

BEHAVIORAL OBJECTIVES

1. Students will become aware of some ways of distinguishing between social drinking and problem drinking.
2. Students will become aware of constructive attitudes toward problem drinkers.
3. Students will become aware of and able to evaluate alternate responses to interpersonal situations involving problem drinking.
4. Students will become aware of the physical and psychological effects of problem drinking.
5. Students will be able to name social agencies available for help and treatment of problem drinking.

ACTIVITIES

1. Preview the program.
2. Review, if not already accomplished, pages 34-35 and pages 117-129 of the Health Education Instructional Guide, grades 7-12.
3. Ask students to write a brief description of a person they feel drinks "too much." Make it clear that this "person" should not be identified. Ask them to be prepared to explain why they feel the amount of drinking they have described is "too much."
4. Explain that while the program portrays the son of a man who may drink "too much," the program is not intended to help kids cope with problem drinking parents. Discuss resources in the community where help for the family is available.
5. Have students abstain from one or more very desirable activities to get an idea of what it might feel like to be an alcoholic. Examples include:
   - using no salt or sugar in food, no candy or sodas
   - not seeing girl/boy friend for a week

ACTIVITIES (continued)

. not using the telephone for a week
. not watching TV for a week
. not playing a favorite sport

At the end of the agreed upon period, students will write and report to the class on whether they succeeded and their feelings during the period of abstinence . . . such as boredom, frustration, anger, grouchiness, etc.

PROGRAM 9 - DRUGS: USED, ABUSED

SYNOPSIS

Because society presents conflicting values on drug use, adolescents need pertinent information on drug use and abuse. Understanding the bio-chemical effects of drugs as mood modifiers and use in medical treatment, and learning to assess information on drugs can help the viewer develop value oriented responsible action.

BEHAVIORAL OBJECTIVES

1. Students will become aware of the substances that are drugs and some beginning bio-chemical information.
2. Students will become aware of the widespread availability of legal drugs and society's conflicting messages.
3. Students will become aware of the complex issues involving the use of illegal drugs--some of which are legal in certain contexts.
4. Students will begin to understand how drugs are used as medical treatment and mood modifiers.
5. Students will become aware of ways other than drugs to modifying moods, some of which they may have already experienced.
6. Students will begin to develop the knowledge base needed to evaluate, in terms of their own body needs, the use of prescribed, legal and illegal drugs.

ACTIVITIES

1. Preview the program.
2. Review pages 31-36 and 111-173 from the Health Education Instructional Guide, grades 7-12.
3. Select appropriate activities for pre- and post-viewing.
4. Invite a pharmacist to speak to the class about the use and misuse of drugs and how to be a wise consumer. Discuss the effects of combining drugs and other substances.

JANE: (Pills in hand) Here take these, they'll make you feel better.

SANDY: Are you sure?

JANE: Of course. My doctor gave them to me so they're safe. You've got what I had so take them.

TEACHER: All right, everyone get settled. We have a lot to do today.

We'll start by reviewing the six categories of drugs we've previously talked about. Who can tell me the first one?

SANDY: Alcohol.

TEACHER: Next one--Joe?

JOE: Cannabis.

TEACHER: Cannabis. Good, that's marijuana, hash, etc.

GEORGE: Sedative--hypnotic.

TEACHER: Good

DIANE: Narcotics.

TEACHER: Okay, narcotics. Jane, next one.

JANE: The next is nervous system stimulants.

TEACHER: That's central nervous system stimulants.

BOYD: Last one is psychedelics.

TEACHER: Correct. When we talk about drugs in these categories we are talking about psychoactive drugs. These are drugs which influence your moods, thoughts, consciousness and behavior, while there are other drugs that kill germs and bacteria in your body such as penicillin, terimycin and sulfa drugs.

KAREN: My father is a pharmacist and he says most pills or drugs are beneficial to our health.

TEACHER: That's true.

KAREN: But he also said that a lot of people take pills they don't really need; and they do them more harm than good.

TEACHER: Good point Karen. Because we're talking mainly about psychoactive drugs, there is a great potential for abuse and addiction with the use of these drugs. A lot of the problems of drug abuse come from street drugs--but they also occur with drugs we purchase legally and, in some cases, with prescriptions. Psychoactive drugs change your body chemistry, thus causing you to act and feel in a way not normal to you.

ROGER: I know people who smoke marijuana and it hardly affects them.

STUDENTS: Yea, and other things, too.

TEACHER: Not only do drugs affect different people in different ways, it's difficult to predict how drugs will affect different people or even how it will affect the same person on different occasions. Why did we say people try or use drugs. Roger, you tell us.

ROGER: One of the reasons is experimentation, they want to see what it's like. Second is recreation, at a party or something like that, and the third is you're hooked--you're a junkie.

TEACHER: Well, not all people hooked on drugs are junkies--that term is

too harsh for some people who abuse drugs. Remember cofee, tea, coke, marijuana, cigarettes, valium, etc., are all drugs and many people are hooked on them but they aren't junkies. I think addicted is a better word.

TEACHER: Within these drug categories we have legal and illegal drugs. Legal drugs are those drugs made okay by law, such as alcohol, prescription drugs, caffeine in coffee, nicotine in cigarettes, etc., and illegal drugs are those drugs that have been outlawed for use in certain situations by our legal system.

TEACHER: Sandy, I think it would be better if you sat up in your seat.

SANDY: I don't feel well.

TEACHER: Then perhaps you should go to the office and check out for the day.

TEACHER: When you first came in today, I gave six of you a large card. As I call your name, place the card in front of you so all can see and read what's written on the back of the chart. Okay, we'll start with Danton.

DANTON: The number one drug problem in America today is alcohol. Alcohol includes wines, beer, and hard liquors. Although it can be a dangerous drug, you can buy it legally if you are over 18.

TEACHER: Thanks Danton. Next Jane.

JANE: Cannabis includes marijuana and hashish. These illegal drugs are one of the oldest and most widely used mind-altering drugs known. Marijuana is the second most popular intoxicant in the world.

TEACHER: Okay, to save time--Jane, Bob, Herman and Alice, read your cards in that order.

JANE: Central nervous system depressants include drugs like tranquilizers, barbiturates, glue, paint and some cold pills. These drugs are legal if prescribed by a doctor, but illegal if someone else gives them or sells them to you. Many people abuse these drugs and frequently get hooked without even being aware of what they are doing.

BOB: Sometimes known as hard drugs, narcotics include drugs like heroin, opium, codeine, morphine, demerol, methadone, some cough syrups, and others. These drugs are extremely dangerous as they are physically addicting. For instance once addicted to heroin, your body never loses the craving for it.

HERMAN: The central nervous system is your brain and spinal cord and nerves. Drugs such as nicotine (in tobacco), caffeine (in coffee and coke), cocaine, amphetamines and some cold pills are drugs in this category. Some of these drugs can be purchased legally in the supermarket while others need a prescription. They are physically damaging to your body and addicting.

ALICE: Psychedelic drugs are: LSD, STP, MDA, PCP, Psilocybin and Peyote. These drugs are common illegal street drugs. They cause psychological dependency and intense changes in mood and body chemistry.

TEACHER: All the drugs in the country are regulated by certain laws which declare them either legal or illegal. These laws vary from state to state. It is confusing because you see drugs like caffeine, alcohol, and nicotine used in items people

purchase legally every day. While LSD, marijuana, cocaine and heroin are illegal unless purchased with a prescription, and some cannot even be purchased then. One important thing to remember is that all these drugs change your mood. Like an elevator they either raise you up or down and if they raise you up, when you come down you may feel worse than when you started.

JANE: What do drugs do to your body. I mean, can they harm you?

TEACHER: Let's see if we can answer that question.

From earliest times people have taken drugs for medical reasons, to influence their mental and emotional states and to escape from reality.

Drugs are used to treat many dangerous diseases such as smallpox and V.D. People have used alcohol for food and for ceremonies and rituals. In some religions, drugs such as peyote are used to expand the mind. Today in the United States, millions of people, because of anxiety and stress, take sedatives to sleep, tranquilizers to calm them down and stimulants to pep them up. These drugs, when taken day after day over an extended period of time, can cause physical damage to the various organs of the body.

For instance, coffee, tea and cola drinkers may drink cup after cup to keep them awake. The more they drink, the more the body craves the caffeine. Eventually this drug will cause undue strain on the heart circulation and digestion. The nicotine in tobacco is addicting and smokers are warned that smoking can cause heart disease and lung cancer.

The tars in marijuana cigarettes are also cancer producing. Research has shown that the tars found in five marijuana joints are equal to 112 ordinary cigarettes. Sniffing of glue and paint can cause permanent brain damage over a very short period of use. These are some examples of how drugs can cause physical damage to various parts of your body, shorten your life and affect your mind. Under the influence of a drug you may also do things which can damage yourself or others. People on LSD for instance, have been known to jump off tall buildings in a single bound. Mixing alcohol and other drugs is always dangerous and has been known to kill people. Prescription drugs when used properly, can save lives and make people well; but many people today abuse the drugs they receive from doctors. They take too many or sometimes even give them to friends.

STUDENT: How are drugs addicting?

TEACHER: Drugs affect different people in many different ways. The reasons people take drugs are for medication, experimentation, recreation and addiction. So not all people who use drugs are addicted and not all drugs are addicting. When people are psychologically hooked on a drug it means their mind is telling them they need to have this drug in order to function and feel better. What we're saying is the body doesn't crave the drug but your mind does. Then there are people who are physically addicted--the body craves the drug--it can't do without it and actually does certain things like sweat or shake to show you that it needs to be fed the drug. All types of addiction are difficult to break and it is difficult to say which drugs are going to be addictive to which people.

TEACHER: Your best bet for taking

care of yourself is to not be dependent on anything to change your mood except those natural highs you can experience every day.

DOCTOR: So you see Sandy, it can be very dangerous to take drugs that are not prescribed for you. Fortunately for you, you did not take a large amount. This drug did, however, make you more ill than you actually are.

SANDY: Well Jane took them and she said they helped her get better.

DOCTOR: But Jane's doctor gave her those pills after he had diagnosed what was wrong with her. Remember Jane is not a doctor and it is illegal for her to offer you her prescribed drugs. Using other people's prescriptions is one of the ways many people abuse drugs.

MOTHER: Well, we were lucky. This could have been a more severe problem for Sandy.

DOCTOR: As we've found out Sandy is allergic to this drug and I would have known this anyway from her past medical record. Your reaction to the drug Jane gave you was not too serious, but bad enough that you gave yourself and your mother a good scare. When it comes to taking drugs of any type, you are safe to not take anything unless prescribed by your doctor, and then only take them when you really need them.

MOTHER: What is a person's responsibility in taking a drug?

DOCTOR: Some people are motivated to take drugs for many different reasons. As a doctor I have to be careful with my patients because I have some patients who use me to secure drugs. They become dependent on the drug for various reasons and will do crazy things to get supplied. So you see the mind can play funny tricks on you if you let it. The best answer I can give is when you're well, stop taking the drug, and never get dependent on any drug.

SANDY: Ever since I can remember I've always had pills when I was sick.

DOCTOR: When you are sick your body has a tremendous capability to take care of itself. When a person feels sick the first thing we usually think about is medicine--penicillin, an aspirin, valium, etc. Sometimes medication isn't even necessary but we've come to think it is. Before you take any kind of drug, even those prescribed by me, a doctor, you need to help determine if you really need that drug. Part of the responsibility for taking drugs and finding out what they are rests with you. Drugs are not the only answer to medical problems, there are alternatives. Rest, sleep, nutrition, exercise and keeping your body fit and strong is good preventive medicine.

JANE: My doctor always gives us a prescription when we go to see him.

TEACHER: Well, you need to ask your doctor what it is, why you are taking it and how it is going to affect you--and if you really need it. You have a responsibility to yourself to know why you put any drug into your body.

RALPH: I have some older friends who are working on giving up booze.

SUE: Me too, my uncle's trying to.

RALPH: And you know it's really, really hard, it seems they suffer!

TEACHER: How do you feel about that?

Script (continued)

RALPH: Well, when I see how hard it is for them, I'm not sure I want any part.

SUE: My uncle tells me about the scary parts--like the shakes and the car accident he had. It's scary, you know.

TEACHER: It's pretty heavy when a person has to live with problems they cause because of their use of drugs. Every day in new studies more information is coming to us telling us about the drugs we abuse. So far the studies indicate clearly that you stand a much better chance of living a long, healthy, physically active life if you do not abuse drugs.

TEACHER: We'll continue this discussion tomorrow. Meanwhile, don't forget to work on your projects. Class dismissed.

SANDY: Hello.

JANE: Sandy, this is Jane. Are you okay? You had me worried.

SANDY: Yes, I'm okay, no thanks to you.

JANE: What do you mean no thanks to me?

SANDY: The pills--I had a reaction to them that made me sicker than I was. The doctor said I didn't even need medicine.

JANE: Well, I didn't force you into taking them.

PROGRAM 10 - DRUGS? YOU DECIDE

SYNOPSIS

Adolescents experience many influences which affect their attitudes and behaviors on drug use such as: peer pressure, advertising, social customs, religious beliefs and internal conflicts. They are also influenced by the legal implications of drug use. Understanding these influences should help adolescents in their decision-making process about drug use. Issues of marijuana will be an important focus.

BEHAVIORAL OBJECTIVES

1. Students will become aware of some of the influences which affect their attitudes and behavior on drug use.

2. Students will become aware of the legal aspects of drugs in Hawaii and the need to keep abreast of changing laws.

3. Students will be able to assess from some people's experiences and comments why they use drugs both legally and illegally.

4. Students will be able to further investigate issues about drugs through interviews, observations and discussions.

5. Students will become aware of some things which influence their choices in drug use, and will be able to make some decisions on how they will let those influences affect them.

ACTIVITIES

1. Preview the program.

2. Review the Health Education Instructional Guide, grades 7-12, pages 31-36, 111-173.

3. Select appropriate activities from the guide or utilize other resources from the Department of Health or the Police Department.

4. Assign students to interview and report on the drug-related enforcement activities of the Health Department and/or the Police Department.

DRUGS? YOU DECIDE

Script

DRUG USER 1: I guess uh the reason that I got involved in drugs is because uh I kind of have a need of acceptance for people. Uh I had to be accepted by my classmates 'cause I moved around a lot and to be accepted I had to prove to them that I was just as tough, I was just as cool or uh you know, I was capable of doing what they were doing.

DRUG USER 2: Well, I first started drinking, then I went into smoking when I was about 11. And I smoked pretty heavy. I had to get stoned at least once a day and um I started dropping pills and about two years ago I started um snorting coke and THC, taking uppers and downers and um drinking pretty heavily. I had to get stoned.

DRUG USER 3: Yeah I'm, I was a--I'm a former drug user and the drug I mainly used was alcohol. And I could blame a lot of things like why I used it and how I got a hold of alcohol but I guess the main thing for me was, I really didn't have no kind of guidance or direction from anybody. You know I went away, I drifted away from my family, they tried to help me but I told them I didn't need it, I could run my own life. And I just started hanging around with my friends, I thought they were my friends. And they were drinking at the time and smoking some pot and I just--I just jumped right into it. I said yeah, you know, anything. Anything to alleviate the kind of feelings I was going through at home, my family--uh my family situation.

DRUG USER 4: Well, I started taking drugs when I was 12 years old um in intermediate school. It all started when I started turning into a female impersonator. Um, it was a very hard life for me 'cause I had a lot of problems so that's why I turned to drugs. And I first started off with um marijuana, I started smoking. Then I was smoking a lot and marijuana wasn't enough for me, then I started drinking and smoking together and then afterwards I just got, you know, I felt goo--all right.

Each of these people had a different reason for using drugs. They may have had some of the same underlying reasons but in a sense, each was or is a user. Some only use and some abuse but in most cases something or someone turned them on to drugs. Some when they started were ignorant as to how to use the drug and they got in trouble. Others were more responsible as to how they used drugs. Not everyone who uses drugs becomes involved in drug abuse. Nor does everyone who uses the drug alcohol become an alcoholic. If you are aware of why you take drugs and what influences your choices, then maybe you will become more responsible when it comes to the issue of drugs.

Advertisers, because they are profit oriented, prepare ads which tell us drugs will cure our ills and make life wonderful. No wonder some people use drugs--the only trouble is they don't always find their problems or ills solved. When it comes to altering our moods with drugs, this is potentially more dangerous than getting a natural high because this use is easily repeatable and with little effort on our part. We just pop a pill, push a needle, take a drink, smoke a joint--and it is all very easy, no difficult task, very easy to repeat and repeat and repeat.

PERSON: Don't talk to me 'till I get my cup of coffee.

PERSON: I've tried three times to give up smoking--I just can't.

PERSON: Hey honey, bring me another six pack.

If a person repeats too often, they most likely find their life oriented around a certain drug. It begins to occupy all their thoughts and time and soon they cannot live without it--and that is drug abuse.

TEACHER: Roger, get the lights, please. Before we forget, let's list on the board some of the ways people in the film experience influences which affected their behavior and attitudes on drug use. Just call them out and I'll write them on the board.

STUDENT 1: Advertising, TV, magazines.

STUDENT 2: Your friends turn you on at parties with dope or booze.

STUDENT 3: Your parents turn you on.

TEACHER: How does that influence you?

STUDENT 3: Well, they use drugs, so you think it must be okay!

TEACHER: What else, can you think of any others?

STUDENT 4: You have problems so you turn to drugs.

STUDENT 5: Doctor's prescriptions--pills make us feel better.

STUDENT 6: Curiosity, I want to see what it's like.

STUDENT 7: What about the legal issue. It sounded like some of those kids were getting a kick out of trying to beat the law.

TEACHER: That brings up a good point concerning drugs and the legal issues that accompany drug use. There are laws defining the use of both legal and illegal drugs, and you are held responsible to follow these laws or pay the penalty.

TEACHER: In this booklet put out by the State Department of Health, they list the legal aspects of different drugs in Hawaii. They have four categories of drugs--with laws pertaining to each classification. Some of you help me--Jane, Roger, Susan, Danton, front and center please.

TEACHER: Okay, now show the class the card and read from the back of the card. We'll begin with Jane.

JANE: Alcohol by law is the only drug considered an intoxicant. Possession of alcohol by those under 18 years of age and the furnishing of alcohol by an adult to anyone under 18 carries a penalty of $1,000 and one year imprisonment--or both.

ROGER: Marijuana is the only drug labeled as a detrimental drug. Penalties for illegal use, growing or selling vary depending on the severity of the offense. The fine shall not exceed $5,000 and 5 years in prison or both.

SUSAN: A person commits a crime if they knowingly and unlawfully manufacture, cultivate, transport, possess, furnish, prescribe, administer, dispense or compound a prescription drug. The fine upon conviction is to not exceed $1,000 and 1 year in jail or both.

DANTON: A person commits a crime if they knowingly and unlawfully manufacture, cultivate, transport, possess, furnish, prescribe, administer, dispense, or compound a dangerous drug. Depending on severity of the offense, the fine shall not exceed $10,000 and twenty years in prison or both.

TEACHER: The last category, dangerous

drugs, is where the majority of drugs in Hawaii are placed. If you want to know about a specific drug, look it up in this book, Fact Sheet About Drugs. I'll leave it on my desk. It's report time--let's hear from Roger first, then from Jane.

ROGER: I went to Habilitat to find out from the people there why some people abuse legal drugs and also illegal drugs. I also made a visit to Camp Erdman on the north shore and this is what they said.

LARRY: Well, I think there's as many answers to the question why people use drugs as there are drug users. Uh generally I think all of us use drugs in one form or another to meet our needs. Uh I think as young people everyone has a need or most people have a need to change their mood at one time or another.

SHERYL: Well right now I feel a lot like, you know, that was a time in my life where I was really, just really curious like, you know, how would I feel, like under a certain kinda drug. I was just really searching for something that would kinda make me happy, something to make me feel better, you know, so I wouldn't have to feel the way I felt at that time. And now I just, I guess it was like kind of an--just an experience where, you know, I could talk about it now and I don't want to ever get into that kind of a thing again. And I don't want to feel like I have to wake up every day and you know, look for something to get off, something to make me feel better.

LARRY: For example, one reason people use drugs is simply to get away from their problems to block out bad feelings. Uh young peoples will turn to downers in a way to get away from it all. So they take barbiturates, they take uh non-barbiturate tranquilizers to escape, to deaden the bad feelings in their life or to get away from the bad situations whether it's a family problem or a girlfriend problem or boyfriend problem or some other personal problem.

SHERYL: I'm a former drug user and how I got into drugs was with um a bunch of friends that I had and the problem that no--the problems that I had with drugs was I started really, my schoolwork started getting really bad and I started becoming very, very like um introverted and you know, staying to myself a lot, you know, stayed in my room, you know, I wouldn't leave the house and I didn't have very many friends. And the friends I did have were drug addicts, you know, and was this kind of low life people.

LARRY: Drugs change feelings very rapidly. Uh and I think young people turn to drugs because it's easier to change their moods. Uh changing moods in other ways uh takes more work, it's harder. Uh some young people like to speed up their life. Uh they like to become more awake, uh they--they turn on to stimulants.

JOHN: Uh, the first reason why I got into this program was to find out where I was, who I am and just about think about just everything else that comes up ahead after this program is over. Um, being into paint and all these other types of drugs I must say for me was an experience in itself because I was at the age of just about trying out any kinda stuff and just seeing--oh

wow man, you know, oh new junk come out, tried some and all this kinda stuff. But then I really found out that uh I did something that I was sorry for. Camp Erdman is a place where I can more or less grab a hold of myself and just say, wow man, you know, what are you doing, you know, what are you do this kinda action and really just see how far I would go before I really stop myself and just think about the wrong that I did.

RANDY: Paint sniffing is really uh what dat, not too hot to take la'dat. Maybe--like once I got used to paint la'dat, when I started to take paint, I never really know what was the cause of it la'dat. I thought was a really trippy high at first then, I really found out it's really cheap high, and really what dat, faster way to what dat, die too. And acid, I really took acid too. Acid is, what dat, it eats up, what dat particle of your body la'dat. It takes what dat, it takes some of your what dat um--some of your brain cells and it really eats it up.

ROGER: I think I learned something important, that no two people take drugs for exactly the same reason. Most drugs affect people differently and I've decided that I'll never abuse drugs and I'm not going to take overdoses.

TEACHER: Thanks Roger, great report. Now how about you, Jane?

JANE: Well I went to visit a patient center to talk to people who have to take drugs and see how they feel about using them.

JANE: I talked to some people who told me some interesting things.

CHILD 1: I have cystic fibrosis and I have to take all kinds of medicine that have to help me so I don't get this um--get infections. And some--I don't take the medicine I get all the infections and I have to stay in the hospital for two- to three-week periods. And sometimes if I take all the medicine and have all the stuff I'm supposed to, I just do okay and have--don't have to go to the doctor that much. And most times when I do have the infections it's because I didn't take the medicine or I didn't do something right.

CHILD 2: I have asthma and um some of the pills I take are celofylin, breseen. There's one more pill I have but I don't know the name of it. Um, I think taking medicine is good because um it helps me from wheezing. It stops my wheezing and um then I could play with my friends.

PERSON: Children that take drugs for their chronic disease should be supported and in school oftentimes have to take the drugs as part of their treatment program and oftentimes they take them at the school nurse's office and are not really noticed by the other--their friends that they are taking them but they need to be supported and encouraged to uh be very uh responsible for taking their medication.

JANE: My mother is a diabetic and every day she has to give herself an injection. I've learned how to do it and give them to her sometimes. To legally have to take drugs is a drag but sometimes it is what saves your life. Funny thing is that abuse of drugs is also a drag as far as I'm concerned, and improper use of drugs whether legal or illegal can kill you.

TEACHER: Those were both very good reports. Now take the papers on which you wrote reasons why you would or why you wouldn't be influenced to use drugs both legally and illegally.

TEACHER: What time we have left today, let's hear some of your reasons.

BOYD: If I took a drug I'd want to know what was physically going to happen to my body and my mind, whether the drug is legal or illegal.

TEACHER: Okay. Ruth.

RUTH: I couldn't think of one.

TEACHER: Okay, keep thinking. How about you, Susan?

SUSAN: I wouldn't want to go to jail, so I doubt if I'd take illegal drugs.

TEACHER: Good point. What about you, Sandy?

SANDY: Well, I took some prescription pills given to me by a friend and I got very ill and almost lost a friendship, but now that's okay and I'll be very careful if I ever take any drugs legal or illegal unless I know what they are.

TEACHER: You mean you would take drugs if offered to you?

SANDY: I would hope not; but who can say. I would just want to be real knowledgeable about what I was doing is all.

TEACHER: Right. Rita, what about you. Then Jeff and Fa'amanu and Rosie. What would or wouldn't influence you to use drugs?

RITA: Where or who did the drug come from?

JEFF: Can you get high another way?

FA'AMANU: Am I taking a drug because someone is telling me to or because I've decided to?

ROSIE: Where am I when I take a drug. Am I in a safe place? Who am I with?

TEACHER: Each of you has to assume your own responsibility for your drug use, whether it is a legal or illegal drug. There is much confusion and conflicting information surrounding the area of drug use and abuse. Therefore, you really need to be informed. What you decide about drugs should be your own choice. If you are unsure, investigate, question, find out those things you need to know to make wise, valid decisions concerning drugs. You are important and you need to take care of yourself.

OLDER BOY: Hey you guys--come. You guys want to score a lid?

PROGRAM 11 - DRUGS: YOUR RESPONSIBILITY

SYNOPSIS

There can be physical and psychological dependency upon a wide variety of drugs and their use. Drug abuse can create problems in people's lives. There are a variety of community resources available where the abuser or family and friends can go for help. Careful decision making can help someone to avoid the pitfalls of drug abuse, and the problems of recovery.

BEHAVIORAL OBJECTIVES

1. Students will understand some ways to identify physical and psychological dependency on drugs.
2. Students will be aware of problems of the drug abuser, socially, physically and emotionally.
3. Students will be aware of community resources available to the drug abuser, family and friends, and ways to use them.
4. Students will be aware that it is easier to be free of drug dependency rather than to go through the difficult problems of drug recovery.
5. Students will be aware of the hazards of street drugs.
6. In order for students to avoid the pitfalls of drug abuse, the students will be aware of the complexities involved in decision-making issues concerning their own drug use.

ACTIVITIES

1. Preview the program.
2. Review pages 31-36 and 111-173 from the Health Education Instructional Guide, grades 7-12.
3. Select appropriate activities from the guide or utilize other resources from the Department of Health or Police Department.
4. Provide time for student reports of interviews with the Health Department and/or the Police Department personnel.

DRUGS YOUR RESPONSIBILITY

Script

TEACHER: Oh Jeffery, could I talk to you a minute?

JEFF: Sure.

TEACHER: You haven't given your report to the class. For some reason you seem to be avoiding it. See me after class and let's talk about it.

JEFF: Ah, well. After class, okay.

TEACHER: Take your seats as quickly as possible. Ralph, open a few windows, please. Yes Janet?

JANET: I can't give my report today because my little brother poured his breakfast all over it. It's drying, could I do it tomorrow?

TEACHER: Sure, we may only get to a couple of reports today, so relax about that. Class, I have a tape for you to listen to. Different people have been interviewed on drug issues. I think you'll find it interesting.

TEACHER: As you listen to these people, try to visualize in your mind what they look like.

PERSON: If I were to tell you what are the characteristics of a typical drug addict, I would have to say they have been described as: immature, passive, dependent, unreliable, unable to postpone gratification, depressed, poor sexual identity, low self-esteem, and poor relations with others. In other words they usually have severe personal problems. Now there are exceptions to this, but I'm talking about people who are junkies, people with true drug dependence. I have some of those people with me today. Listen to their stories.

JAMIE: You know I started out--when I started at the age of 11 with a joint, I never could see myself using heroin. You know I used to--I seen pictures or I was told the score that uh about heroin. I said to my--well, I'll never do that. And I did it. I couldn't--it was strange uh drugs, you know, they wear off, they're not exciting any more. And if you look for that kind of excitement you go to heavier drugs. I excelled from smoking marijuana at the age of 11 to shooting heroin at the age of 15 and I excelled past most of my friends, and I was hanging around older guys. To--to tell you a little bit about what a heroin experience is like you oughta remember that when you're shooting heroin it's a physically addicting drug, it cost a lot of money. Uh in order for me to support that habit that I started I had to steal--I had to steal from my parents, I had to pull burglaries. I nev--I never got to as far as pulling armed robberies but it--it took a lot of money. I got deeper and deeper into it each day.

LESLEY: Hello, I'm Lesley Papalatoc from Kukulukumuhana program in Camp Erdman. And we're--we're in this program for some kind of rehabilitation and also for schooling and job opportunities and for um try to quit our bad habits like taking drugs and smo--smoking, sniffing, all kinda stuffs la'dat and we learn that sniffing ain't good for your brain and it ain't good for your mind--um body and mind. It really can jam you up and smoking pakalolo sometimes it's--it's very relaxing but can jam up you too.

RANDY: No it wasn't easy in what dat, stopping that paint; la'dat, because la'dat once you get hooked on the paint, you really--it's kinda hard to what dat uh stop. You people out dere t'ink you guys stay on the right track sniffing paint, and I tell you guys, you guys stay on that wrong track now. You guys gotta change the

situation 'cause ain't in a heavy trip, man, to be hooked on paint. Ain't.

PERSON: An addicting drug is one that most users continue to take even though they want to stop, decide to stop, try to stop and actually succeed in stopping for days, weeks, months or even years. There are two types of addiction. One is physical addiction where the body craves the drug. It can't do without it and actually does things like sweat and shake to show you it needs the drug. There are some types of drugs in which this can occur: alcohol, caffeine, nicotine, narcotics and barbiturate sedatives. With other drugs it is possible to develop a psychological dependency. This dependency is the constant use of a drug for a variety of emotional reasons. Marijuana is such a drug.

DOREEN: Well when I started becoming a female impersonator, I had a hard time coping with society 'cause they didn't accept, you know. So I turned to drugs to forget some of my problems. Like marijuana, I started smoking that.

JAMIE: I was a little bit smaller than most of my friends and because of that I proved to 'em. And what it started out with cigarettes, I smoked cigarettes 'cause everybody else smoked cigarettes. I started smoking marijuana for the same reason. I started when I was about 11 and uh because I wanted to be accepted by older people, like my older brother, that type of thing, uh they used heavier drugs than I used and uh that's how I got involved in harder drugs. They started out with acid, you know that type--barbiturates. And by age of--by the time I was about 15 years old, I was shooting heroin and uh from that point on, uh my parents didn't know and by the time I was at least 16, I used a lot of drugs.

Often with drug abuse both physical and psychological addiction are combined. Both physical and psychological addiction are classed as drug abuse.

TEACHER: As you can see, people get hooked on drugs for a variety of reasons. Some people have a desire to stop using drugs while others continue with their drug use or abuse. Paul, I think you have a report for us on marijuana. Would you give that report now.

PAUL: I think it was interesting when the woman talked about marijuana and what it can do to you. Many people think marijuana is a safe drug where actually there are risks to using it. I went to the Waikiki Health Center where I talked to Miss Howell who was very helpful. She talked about marijuana and other street drugs.

MISS HOWELL: Before anybody makes a decision whether they're going to use marijuana, some things need to be considered. One of the first ones is that marijuana is illegal, which means that if you smoke it, you run a risk of being busted. Another consideration is that if you're driving and you're loaded on marijuana you run a risk of hurting yourself or other people that are on the road. Also long-term effects of marijuana are not really conclusive which means they don't know what it's going to do to your body after many many years of use. Another consideration is that marijuana can be psychologically addicting to some people. And the last point is that a lot of times when you buy drugs off

the street you don't know what you're buying, and many times marijuana is laced or has what they call angel dust or PCP in it.

When you're buying drugs off the street one of the major problems you may run into is that you find that either yourself or one of your friends is in medical or physical danger, where they really need attention. Many times people are not willing to seek medical attention by either an emergency room or free clinic, or their parents, because they're afraid of the hassles and the problems that may come out of that. One thing that you need to consider at this point, is do you want your friend to be very ill, possibly die, or are you going to go ahead and seek that medical attention that he needs.

MISS HOWELL: A lot of people take drugs because of problems and hassles that they have in their own life. Problems like parents, school, homework. And when you start using drugs for reasons like that, to cope with your problems, a lot of times this can lead to drug abuse.

PAUL: I really liked talking to Miss Howell and the grownups at the clinic were all very helpful. It made me feel really good to know there are places kids can go to talk about drug problems. I was surprised to learn of the hazards of street drugs and I know from personal experience the risk involved in taking an unknown drug.

TEACHER: Thank you Paul, and I want to add just being able to talk about your problem is part of being responsible. The important thing is you told someone you trusted that you were having trouble and got help.

TEACHER: I hope all of you can have the courage to get help if and when you need it.

TEACHER: Which brings us to the last report, where do we go for help--Joe, are you ready?

JOE: I had the chance to visit with Mr. Williams at the Palama Settlement. While in his office he told me . . .

JOE: Where can a person go for help if he or she has a drug problem?

MR. WILLIAMS: Uh let me reemphasize here that uh if you have problems with drugs, uh that's questions that you have concerning drugs, there are places that you can go and find answers to these. And I think one of the things that we can't forget is that if you are into drugs, I don't think that if there's uh 100 places that you can go to that it can solve your problem unless you solve the problem within yourself. Because it all begins at home. If you really want to stop using drugs it has to be something that you have to make up in your mind, you have to remove those blocks for yourself to solve this problem. If more people were responsible to themselves, a lot of the drug problems would never happen. There are certain questions you need to ask yourself about drugs before you use them for whatever reasons.

JOE: When Mr. Williams said this I decided to ask some people what questions do we need to ask ourselves before using drugs. And this is what I found out.

WILLIAMS: Why are you using drugs and how often?

THOMPSON: Is using the drug your own decision or are you being pressured?

HOWELL: Will you be driving while on this drug? Driving while on

drugs is dangerous.

GERI: Have you been drinking? Alcohol and other drugs don't mix--ever.

ELLERS: Do you know how the drug will affect you?

BINTLIFF: If it's a prescription drug, have you asked your doctor all you need to know about it?

SHARP: Can you get high any other way?

PERSON: Can you get high any other way, as far as a very natural high? I think that to give you an example of this, uh I coach football here at Palama and one of the things that I do with my team is to use a very natural high with them, to show them that they can use their own energy to get high. And one of the things that you can do, uh you can go somewhere in your--in your private room, uh somewhere on the beach, uh anywhere that you want to relax your mind and do this exercise of the 20, 20, 20 breathing. Uh, this way, it's a very natural thing, you don't use any drugs, you only use your own energy. And the way to do this is to first of all, close your eyes, breathe in counting 20, hold it counting 20, and let it all out counting 20 and then you just do three deep breaths and just relax and this will be a very natural high. You'll be surprised how good you feel, to use your own energy to get high.

JOE: I learned having good answers to all these questions will make me more responsible for any kind of drug use. I have a list of these questions and the places you can go to get help. Take one and pass them around.

TEACHER: Great report, Joe. One last thing today--listen to this statement by a former drug addict now trying to get clean.

RANDY: Before I took paint la'dat, people really didn't what dat tell me like what's the affect on paint so I really didn't know what was paint all about until I came into this program, la'dat. They really showed me what dat, what paint can really do--do to your body and what can do in your life la'dat. If you're ever hooked on paint, la'dat, it can really cost you your life and what dat, sometime your--your what dat--you value your life like me ain't goin' help you in life.

TEACHER: Class dismissed. Jeff, see me please.

TEACHER: Jeff, you okay?

JEFF: Not really. You see, I'm scared and I need help. I think I have a drug problem.

PROGRAM 12 - DRUGS: WHO NEEDS THEM

BEHAVIORAL OBJECTIVES

Same as Program 10 - Drugs Your Responsibility

ACTIVITIES

1. Preview the program.

2. Review pages 31-36 and 111-173 from the Health Education Instructional Guide, grades 7-12.

3. Select appropriate activities from the guide.

4. Have a class discussion on the previous learnings from programs 9, 10, and 11.
   Use value awareness questioning to help students focus and share their evolving value on drug use.

Script

MIKE: I thought it was interesting that people have used drugs for many years.

CINDY: But today the uses are more widespread. Think what some people's lives would be like if they couldn't use drugs to cure their sickness.

MIKE: And what about the person who abuses drugs. You know my folks would just die if they knew all the kids at school who use drugs.

CINDY: I've often wondered why some of the kids feel they need to get loaded all the time.

JOHN: You know to me I didn't really feel I had any problems to begin with. Like a numerous amount of times when my parents confronted me on the subject like, you know, why are you drinking, why are you coming home late, you know with beer or some kind of alcoholic substance on my breath. And in order for me to even stop doing that, I had to become aware and accept the fact that I did have a problem.

JAMIE: I guess the reason that I got involved in drugs is because uh I kind of have a need of acceptance for people. Uh I had to be accepted by my classmates 'cause I moved around a lot and to be accepted I had to prove to them that I was just as tough, I was just as cool or uh you know, I was capable of doing what they were doing.

CHARLES: Um, I started smoking marijuana when I was in about third or fourth grade. I had hassles at home, scrapping la'dat, my brother them never dig me too much plus my step maddah eh. So I ended up in California where I went to some heavy trips out there. Some coke, some acid la'dat.

JAMIE: You know I started out--when I started at the age of 11 with a joint, I never could see myself using heroin. You know I used to--I seen pictures or I was told the score that uh about heroin. I said to my--well, I'll never do that. And I did it. I couldn't--it was strange uh drugs, you know, they wear off, they're not exciting any more. And if you look for that kind of excitement you go to heavier drugs. I excelled from smoking marijuana at the age of 11 to shooting heroin at the age of 15 and I excelled past most of my friends, and I was hanging around older guys. To--to tell you a little bit about what a heroin experience is like you oughta remember that when you're shooting heroin it's a physically addicting drug, it cost a lot of money. Uh in order for me to support that habit that I started I had to steal--I had to steal from my parents, I had to pull burglaries. I nev--I never got to as far as pulling armed robberies but it--it took a lot of money. I got deeper and deeper into it each day. I, you know, I'd go one shot a day and within the--years went by I was taking two, three, four shots a day just to keep me straight, just to keep me to where I could be normal. I guess there're lot of people who know if they--like I was saying that heroin's a physically addicting drug. Okay that means you go through withdrawals and it's--it's not a nice experience. And hopefully I won't put myself back into that kind of position again and hopefully you won't have to learn the hard way.

FAYE HOWELL: A lot of people take drugs because of problems and hassles that they have in their own life. Problems like parents, school, homework. And when you start using drugs for reasons like that, to cope with your problems, a lot of times this

can lead to drug abuse.

LARRY: For example one reason people use drugs is simply to get away from their problems to block out bad feelings. Uh young peoples will turn to downers in a way to get away from it all. So they take barbiturates, they take uh non-barbiturate tranquilizers to escape, to deaden the bad feelings in their life or to get away from the bad situations whether it's a family problem or a girlfriend problem or boyfriend problem or some other personal problem.

MIKE: . . . like when Mr. Bailey told us about all the people who smoke grass.

CINDY: It was interesting to me when he said that one marijuana cigarette harms breathing as much as 16 regular cigarettes.

MIKE: You know what bugs me?

CINDY: No--well I know some things (laughs) but what?

MIKE: Kids who are always saying "Hey man, wanta smoke some weed?!!"

JAMIE: I was a little bit smaller than most of my friends and because of that I proved to 'em. And that it started out with cigarettes, I smoked cigarettes 'cause everybody else smoked cigarettes. I started smoking marijuana for the same reason. I started when I was about 11 and uh because I wanted to be accepted by older people, like my older brother, that type of thing, uh they used heavier drugs than I used and uh that's how I got involved in harder drugs. They started out with acid, you know that type--barbiturates. And by age of--by the time I was about 15 years old, I was shooting heroin and uh from that point on, uh my parents didn't know and by the time I was at least 16, I used a lot of drugs.

GINGER: Well, I used to go out with my cousin. We--you know, we decided to start getting drunk and then afterwards, you know, drunk wasn't enough. We had to get stoned on weed and we had to start taking pills, to get into more of a high, you know, then we started going into snorting coke and THC, you know, to get stoned even longer.

DAN DAVIS: Um, too many drugs, if you take it too much, you'll tend to enjoy it and your values will become warped. You'll want to take drugs more often and what it is is just a form of fun. It's like a hot fudge sundae, if you eat too many hot fudge sundaes, it'll show, if you take too many drugs, it'll show. Drugs'll just show more than hot fudge sundaes.

FAYE HOWELL: When you're abusing drugs, there're certain physical things that can happen to your body. You can become very rundown, you cannot eat properly, you cannot sleep well at night and all of these things can make you very, very sick.

CINDY: Well Rosie, remember my friend Rosie? She really went freaky. It was drugs.

MIKE: I remember. Wasn't she sent away or something?

CINDY: Yeah, her folks sent her to California. She was into heavy street drugs. I tried to talk to her, but she thought she knew it all.

MIKE: I never could understand how someone would dare buy drugs from just anyone.

LARRY: One of the biggest problems about using street drugs is see you're never sure about what you're getting. Uh, when you get a legal drug, uh you can be reasonably sure that you know the type of drug, you know the amount and for the most part you know the effect because it's been inspected by the food and drug administration. But when you buy a drug off the street or accept one from a friend, you can never be sure about what you're--you're getting. So one of the biggest problems we find uh is the--is the great number of street drug ripoffs.

GINGER: I like being high. Like you know, I can forget a lot of problems, then the problems always come back after the high.

SHARON: I think that a fair statement of fact is that our society is very drug/pill oriented. Um when we have certain feelings we want a medication from the doctor. There are certain people that they can't get home quick enough at night, put their feet up and have their two martinis. Uh it's as though the answer is always inside that little capsule to many of our problems. Uh when adults have this kind of behavior it doesn't surprise me uh that our children uh follow uh because we are their role model. Some of the things that I guess I wonder if our young people who are into--heavily into drugs or even on the verge of considering that the things I wonder if they've ever thought about. Do they ever think about how much--how much money, I mean millions other people are making off of the tragedy they're imposing upon the young people.

I wonder if they've ever thought about how beautiful the world really is without um without the facade of medication. I wonder if they've ever thought about the tragedy that someone else is really imposing upon them and the fact that um for a better word, they're really a sucker for someone else and--and are losing control. And I think one of the things that uh typifies the teenager is that they really do want control over their life. It's a time when they feel like they're master of their own destiny and when somebody else is pushing drugs on you and they're making the money and you're not then you--you're not a master of your own destiny at all. They are. And I just wonder if they ever think about that.

MIKE: My life is really good and I'm really not into drugs.

CINDY: Don't your friends tempt you? I have friends who use them, and I must admit it's a temptation.

MIKE: Remember when we had to tell how we felt about drugs in health class?

CINDY: Boy, did Mr. Bailey get surprised that day. I think he thinks everyone uses drugs all the time.

MITCHELL: I don't use drugs 'cause you don't need to use drugs. Most guys use it to, you know, to make themselves look tough or something but then I've seen a lot of guys that don't use drugs and they're, you know. So you just don't need it.

STEVE: Well the reason I don't take drugs is because I been brought up not to take it and I know the effect 'cause other people have been talking to groups like of us and they tell us that what it's done to their lives and how it's affected them and it's really made their life go downwards.

SARA: The reason I don't use drugs is because I've seen the effect that it has on people really close to me and I don't like the results and also because I'm told not to and I know why I'm told not to.

DAN: Um, I use them like a toy, now and then, but never to interfere with anything I have to do. You have to be in tune to your values, you know, what you want, what you want to do with your life and it's not often that drugs will help you get there so.

RICK: Um I don't use drugs 'cause like I wanna do things like when I grow up I wanna fly airplanes and stuff and if I do drugs then I won't be able to--like they wouldn't allow--let me have a license 'cause I wouldn't be able to control myself or something like that.

CINDY: I don't think I can ever forget those former drug abusers who came to school and talked to us.

MIKE: I was impressed with a feeling that they really had been through a lot of bad times.

CINDY: Makes you glad that you're smart enough to stay away from drugs.

MIKE: My understanding is better since they talked to us. To know about something is better than being afraid and ignorant.

CINDY: Do you think you'll ever use drugs?

MIKE: No. And I'm glad you asked me that because I want to tell you that I think drugs are . . .

LARRY: And once the young drug user uh comes to this awareness, uh then we can begin to look at uh other ways to deal with the mood or the feeling, or the situation or the problem without drugs. Uh, it's more work and it takes longer but in the long run uh the young person can uh learn to handle his problems without drugs and get the same kinda high or the same kinda good feelings through straight kinds of alternatives.

RANDY: No it wasn't easy in what dat, stopping that paint, la'dat, because la'dat once you get hooked on the paint, you really--it's kinda hard to what dat uh stop. You people out dere t'ink you guys stay on the right track sniffing paint, and I tell you guys, you guys stay on that wrong track now. You guys gotta change the situation 'cause ain't in a heavy trip, man, to be hooked on paint. Ain't.

JOHN: Just take what you need for you, what you think is right and from my point of view, you can be where I was, which was nowhere, and you can just set up your own pattern and just say that, wow, I am me. I don't ever want to go through that kind of trip, I just wanna be where I'm at now and just say that whatever comes up will be for my benefit without drugs.

SHERYL: My advice to you would be to stay away from drugs. You know, it never did me any good, I never did find any kinda lasting happiness with drugs and all it would do is just mess up your life and never do you any--any good.

PROGRAM 13 - YOU ARE WHAT YOU EAT

SYNOPSIS

As adolescence is a time of rapid body change, growth and activity, knowing about food and energy requirements is important for emotional and physical well being. Some factors which influence food intake in order to feel well and maintain a certain energy level are the body build, and the kinds of activity in which the adolescent engages. Building a base of good nutritional knowledge is important for sound patterns of health.

BEHAVIORAL OBJECTIVES

1. Students will become aware of the many and varied reasons why people eat.
2. Students will begin to have an understanding of the statement "you are what you eat."
3. Students will gain some tools necessary for them to analyze their own energy requirements.
4. Students will gain some knowledge concerning calories found in the specific food typical of an adolescent diet.
5. Students will become aware of ways to achieve and/or maintain desirable weight.
6. Students will become aware that illness, sports, etc., place special food demands on the body.

ACTIVITIES

1. Preview the program and this guide section.
2. Review pages 37-38 in the Health Education Instructional Guide, grades 7-12.
3. Select appropriate activities from the guide for pre- and post-viewing.
4. Have students make a basic food list with the grow, glow, and go foods and others and show the food values of the vitamins and minerals.
5. Distribute a calorie chart and desirable height-weight chart. Refer to class charts made during Program 3, "Your Body Changes." Discuss the differences in growth rates according to amount and types of food eaten by class members. Assign students to write the meals and snacks they eat for a week.

YOU ARE WHAT YOU EAT

Script

VOICE: Arnold.
Arnold, do you know why you are here?

BILL: Well Arnold, you have been chosen as typical teenage eater! And we are going to honor you with great awards. All that crowd outside have come to observe you and see what makes you the typical teenage eater.

ARNOLD: But why me, I eat just like everyone else. Zippy's, McDonald's, Harry's Fast Foods, home cooked meals, a plate lunch. Why me?

BILL: Because someone has to take the responsibility for teenage eating habits, and you have been selected from a large group of active teenagers with varied reasons for eating.

BILL: Nutrition needs to be everyone's major concern, for it is the science that deals with the effect foods you eat have on your body. Effective nutrition is not massive doses of vitamins, food supplements or fad diets. It is the simple basic foods that need to be a part of everyone's daily diet.

Eating a balanced diet from the basic four food plan will save you the worry of wondering whether you are giving good nutrition to your body.

BILL: So you see Arnold, a nutritionally sound diet for typical teenage eater is our major concern. You are what you eat but don't get it into your head that eating a balanced diet is going to be unpleasant. Much of what you eat is good--but--we're going to help you even out your present diet by making it more nutritionally sound.

ARNOLD: Look at me, I'm healthy and strong. I'm fit and physically sound.

BILL: Sure you are now, but I'll give you a few years at the rate you're going, when you're not as physically active and your body will be feeling the effects of the food you've eaten, then you'll be fat and soft--big belly, short on wind when you run, some skin problems maybe, and who knows what else.

ARNOLD: So what is this basic four food plan I'm supposed to know about?

BILL: Nothing you probably haven't heard before. But just to refresh your memory, it is simply this: 4 4 3 2.

ARNOLD: 4 4 3 2?

BILL: Yeah, 4 4 3 2.

BILL: Group one is fruits and vegetables. You can eat these in a variety of ways--fresh, frozen, juiced, or canned. For maximum vitamin and nutritional value, most foods in this group are best for you when eaten raw. You should have four servings a day from this group.

BILL: This group includes all kinds of milk and milk products such as cheese, yogurt, ice cream and cottage cheese. Since you are growing, these foods are particularly important to you for bone growth--and your teeth. Teenagers need to have four servings a day from this group.

BILL: From group three you should have three servings a day. This is the three of the 4 4 3 2 plan. This important food group gives you the most nutrition if you choose brown breads and cereals made with whole grains, and brown rice that has not been polished. If you don't eat these then make sure the brands you eat are vitamin enriched, otherwise they don't have much food value. Sugar frosted dry cereals are a

poor substitute to fill your daily requirement.

BILL: Meat, fish, poultry and eggs are the fourth group. This is your protein group. Tofu and dried beans are also a part of this important group. We frequently eat too much from this protein food source and neglect the other three areas. Incredibly two servings per day is all we need from the protein group.

BILL: One other important aspect of your diet is the drinking of water. Water is extremely important, you could live very few days without it.

BILL: Water is so important that you need to drink six to eight glasses of water a day. When you exercise, your body uses more water, and so it is equally important that you resupply your body with the water you have lost. Drink lots of water, it's good for you.

ARNOLD: Thanks, I needed that! Is that crowd coming in now?

BILL: No.

ARNOLD: I thought you were going to tell me ways to improve my diet. I think I eat all right.

BILL: Before the crowd comes, let's take a look at what you ate last Thursday. We'll start with breakfast.

BILL: Your breakfast had a lot to be desired--white toast and a canned drink. The bread was white unenriched and heavy on the jam. The canned drink is mostly sugared water. And vienna sausage?

BILL: Your lunch at Harry's Fast Foods wasn't bad. You had a hamburger, fries and a milk shake. Not too bad, but you're still missing the boat.

BILL: The after school snack was junk food, which means empty calories. Food with no nutritional value but lots of calories. Your coke icee and twinkie are full of sugar. Sugar is bad for you. The average person in the U.S. consumes over 100 pounds of sugar per year. The caffeine in your coke icee is a harmful drug, and the chips, well if you had to eat any of it, the chips would be the most nutritious, but still high in calories from saturated fats.

BILL: For dinner your mother fixed fish, rice, carrots, squash and fresh pineapple and papaya on lettuce leaves. You drank two glasses of Kool Aid. I noticed you left your papaya and lettuce, also most of your carrots and all your squash. You ate five scoops of rice and four pieces of fish.

BILL: For TV snack you had popcorn, ice cream and ten cookies. I'd say by the end of the day you should be full. But let's go back and I'll show you what you can do to improve upon what you ate.

From the 4 4 3 2 food plan you ate a 2 1½ 8 6 daily diet. This means you over supplied your body with some groups and under supplied yourself with nutrients your body needs to keep it in a balanced working condition.

Also you only took one drink of water from the school fountain. You did get water in your drinks and Kool Aid, along with sugar, but your body needs more pure water.

ARNOLD: Wow, that bad huh? What can I do differently? Will it hurt?

YOU ARE WHAT YOU EAT

Script (continued)

BILL: For breakfast you could have put peanut butter on your whole grain toast instead of jam. Also a glass of milk in place of sugar sweetened juice. An orange, apple or banana would have supplied you with fruit from group one, where you were really short. And a bowl of whole grain cereal, with milk, offers more nutrition than vienna sausage.

BILL: Your Harry's Fast Food lunch was your best meal. You had bread, meat and lettuce on your hamburger. The lettuce is a leafy vegetable, the milk shake had milk products and why not carry an orange or apple in your school bag. That way you can even out your meal.

BILL: How about a banana from the lunch wagon and some nuts for variety in place of potato chips. Much of our snack eating is done on impulse. So we need to select snacks with great care. Avoid icees or soft drinks. They are really bad for you.

BILL: For dinner you should eat all your vegetables and fruit. This will add bulk to your diet, which aids in elimination of body wastes. Also you will find important nutrients in these fruits and vegetables. Cut down on the amount of rice and fish to fit the 4 4 3 2 plan, and drink milk or water instead of Kool Aid. Kool Aid is flavored sugar water. Remember you need at least three or four glasses of milk daily.

BILL: For snack have either one helping of ice cream or popcorn but not both. And two cookies is plenty. Or better still eliminate it altogether, you don't really need it. That way you stay within the 4 4 3 2 food plan.

BILL: Oh and don't forget, Arnold, drink lots of water. Your body needs it. What I've shown you is just one day of your eating pattern. If you can analyze all your days this way, I'm sure your eating patterns will improve--if you want to learn to eat better. Each day write down what you eat. In a week you will see where you need to change. It is important to be aware of what you eat. To change old eating patterns isn't easy but it can be done, a little at a time. Taking care of your body is important.

ARNOLD: Okay, I want to change but what will this all do for me?

VOICE: Make your body function better. Make you healthy, give you more energy. Make your eyes glow, lots of things.

BILL: If you eat properly for you, you will also control your body weight and become aware of the special needs your body has for sports, growth spurts and illness. Physical activity and growth spurts need a lot of food, but as you get older your body will not require as much food. The patterns of eating some of you have developed are already causing you problems with weight control. Here is what some people have to say about ways to keep your weight in check.

INTERVIEW I: Reduce the number of energy calories to only those your body uses, by eating less food and exercising daily, such as swimming, bicycling, jogging.

INTERVIEW II: Reduce the consumption of empty calories which include refined sugars in soft drinks, cakes, cookies, candy--all sweets.

INTERVIEW III: Reduce fat food intakes by eating more fish and poultry, less red meat, fried foods and ice cream.

Script (continued)

Excess calories are stored as fat in the body.

INTERVIEW IV: Reduce your salt and shoyu intake. Salt retains water and thus adds body weight.

BILL: Remember exercise along with good eating habits help you control your body weight. With sports activities, new energy demands are made on your body. The body needs sound nutritious meals to meet the energy demands necessary for a strong and fit body.

BILL: Way to go Arnold. Glad to see you eating those green vegetables.

ARNOLD: Okay, but now I'm ready for the award. Let in the crowd.

BILL: Sorry about that Arnold. Since you are changing your eating habits, you are no longer Typical Teenage Eater. Your biggest eating change had to come in eating more vegetables, fruits and less empty calories or junk foods. You're doing just that, aren't you Arnold?

BILL: Arnold dared make the change. Now what about you?

PROGRAM 14 - GROW, GLOW, GO FOODS

SYNOPSIS

Awareness of nutritional values and food combinations are important in maintaining body health. Developing wise food patterns in adolescents is an important part of lifetime good health.

BEHAVIORAL OBJECTIVES

1. Students will become aware of which foods best serve the nutritional needs of their bodies.
2. Students will identify certain foods that are deficient in nutritional value.
3. Students will become aware of the cooking of and caring for food that affects the nutritional value and safety of these foods.
4. Students will understand the concept of grow-glow-go foods.
5. Students will learn ways to supplement their regular diet with nutritionally sound foods.

ACTIVITIES

1. Preview the program.
2. Review pages 37-38 in the Health Education Instructional Guide, grades 7-12.
3. Select appropriate activities from the guide or locate and utilize resources from the community, such as the Nutrition Branch of the Department of Health or consult the Nutrition Specialist in the Department of Education.
4. Have students bring in recipes from their family collections. Discuss the food values. Make a booklet of recipes for all students to keep.

GROW, GLOW, GO FOODS

Script

HEAD CHEERLEADER: Okay, gang, we're going to do the Grow, Glow, Go Yell. Everybody together.
Give us a g g grow
and a g g glow
Grow, grow, grow
And a glow, glow, glow
Go, go
Grow foods, glow foods, go foods go
Grow foods, glow foods, go go go foods, yeah!

ANNOUNCER: Did you eat your grow, glow, go foods today? Those foods that keep you alive, peppy and ready to run miles and miles without stopping? You have? Well good for you! Because it's your chance to shape up with good eating.

ANNOUNCER: The grow foods give you protein, calcium, iron and B vitamins for building muscles, shiny hair, steady nerves, strong bones and sparkling teeth. Let's hear it for the grow, grow, grow foods.

YOUTH GROUP: Yeah! Grow foods, grow foods
Grow, grow, grow foods.

ANNOUNCER: The glow foods give you vitamin A, C, and minerals for sparkling eyes, lots of pep to give you that healthy look and healthy feeling. Let's hear it for the glow, glow, glow foods.

YOUTH GROUP: Yea! Glow foods, glow foods
Glow, glow, glow foods.

ANNOUNCER: The go foods give you iron, B vitamins, vitamins A, D and E for pep, energy and a good appetite. Let's hear it for the go, go, go foods.

YOUTH GROUP: Yea! Go foods, go foods go, go, go foods.

ANIMATED FACE: Hi, I'm what they call an empty calorie. I fill up your stomach or satisfy your desire to eat, but really don't supply you with much food value and sometimes I don't supply you with any.
I'm the candy bar, that piece of cake, those soft drinks, and icees, I'm all those sweet snacks which dull the appetite and really put on the weight.
I'm chocolate syrup and chocolate bars, rich desserts and some potato chips. Doughnuts and pies, I'm twinkies and ding dongs. I'm really a poor food choice because I do nothing for you other than satisfy a need to eat. My nutritional value is about zero. Years of eating too much of me is harmful to your health. Get smart, give your body the nutrients it needs for good health. Give it the grow, glow, go foods.

ONE VOICE: All right!!

As your body is active it will need certain amounts of grow, glow, go foods for you to maintain a high level of performance.

People who are more active than others need more food than those who are less active. The body will properly build and maintain itself only if it is supplied with the nutrients it needs. Nutrients are essential elements of foods that have special jobs to do in the building, upkeep and operation of your body. Nutrients are divided into groups according to their function.

The first group is nutrients that build and maintain body cells. They are proteins, water, carbohydrates, minerals, and fats.

The second group of nutrients regulate

body functions. They are
Water Vitamins Cellulose
Minerals Carbohydrates

The third group is nutrients that provide energy. They are
Carbohydrates Fats Proteins

As nutrients enter the body in the food we eat, a process called oxidation takes place. The oxidation of the nutrients releases energy which gives the body the power to work, produce heat to keep you warm, and sweat to cool you off. When you supply your body with too many of one nutrient and not enough of another, you throw your body functions out of order, thus causing undue stress and strain on your body. Continued abuse of your body can cause many health problems as you grow older.

The body uses more carbohydrates than any other nutrient. These nutrients provide your body with sugars, starches and cellulose. Sugars and starches are important sources of energy and cellulose serves as bulk which is important in elimination or bowel movements.

When you eat more carbohydrates than your body needs for energy, the extra is converted into body fat for storage. The amount of carbohydrates you eat needs to vary according to your physical activity and growth spurts.

Fats are sometimes divided into visible and invisible fats. Visible are those you know you're eating, fat such as when you put butter or margarine on your bread, but you can't see the invisible fat in the bread itself.

Fat makes our food taste better and helps to give us that "had enough" feeling. It supplies essential fatty acids and provides transport for certain vitamins. Fat travels through the body in the bloodstream.

Fats add up to one of the main sources of energy in the American diet. Too much fat causes such problems as weight gain, heart disease, hardening of the arteries, and strokes. Most Americans would be wise to reduce the amount of fat in their diet.

Protein is a complex substance needed to develop and maintain body and muscle tissue. It also is needed to keep muscles healthy. But muscle building, or firming and strengthening doesn't come from eating an unusually large amount of protein. Muscle building takes exercise. And exercise does not require the need for more protein than you get from the basic 4 4 3 2 plan.

For some reason many people believe protein to be the "super" food, representing the best of food nutrients. This, however, is not true because proteins do not regulate body functions. People eating high protein diets are depriving their bodies of important nutrients that aid in such functions as digestion, elimination, healing and thinking.

Assuming you are in good nutritional health and have been eating an adequate diet, eating excess protein is, in a sense, wasted. The body will not use them but stores them as excess fat.

Do you or do you not need additions such as these in your diet. It's been proven again and again that

eating a balanced diet does not call for added vitamin pills and protein powders, and is cheaper in the long run.

Athletes often stuff themselves with vitamins, protein pills, wheat germ oil, in an attempt to secure victory and the body beautiful. Let's hear what some Olympic champions have to say about food supplements.

Rod Milburn, Olympic Champion in the 110 meter high hurdles.

ROD MILBURN: I eat no special foods. A lot of hard work is responsible for me winning the gold medal.

Eddie Hort and Robert Taylor, members of the gold medal winning 440 relay.

HORT & TAYLOR: We don't eat any special foods. We just get out and run.

Kathy Hammond, bronze medalist, women's 440 meter run.

KATHY: I take no vitamin or mineral pill other than iron.

Typical of female athletes, as well as non-active women, iron is sometimes a necessary supplement because of blood loss in women during menstruation.

John Ryun, holder of the world record and Olympic Champion 1500 meter run and the mile run.

JOHN: I eat no special foods and take no supplements.

Olga Connolly, Olympic Champion in women's discus.

OLGA: I take no vitamin or mineral supplements.

George Frenn, American record holder in the hammer throw.

GEORGE: I used to take vitamins by injection and eat many health foods but not any more. I think they are all a bunch of hooey.

Mark Spitz, gold medalist swimmer in seven events.

MARK: No, I don't take any supplements, but I do eat yogurt. Some of the swimmers are pill freaks, especially B6 and B12. I don't think they do any good just give you a mental lift, sort of psychological power to succeed.

From these reports we can see that it is training and ability that make a winner. Athletes of all types would do well to stay with balanced diets made of good, nutritious foods, and realize that victory in the arena may depend more on genetic factors and hard training than on nutritional supplements.

Nutrients are all the absorbable components of food--carbohydrates, proteins, fats, vitamins and minerals which your body needs to fill the three main nutritional requirements of good health.

1. Energy to keep warm, organs functioning and fuel for moving and working.
2. Specific nutrients needed to utilize foods.
3. For growth of cells and replacement of used up cells.

When you neglect your body by feeding it improperly, you are neglecting your health.

Many hours are spent each day by people at your school to prepare you a well-balanced lunch program. Many

people make fun of school lunch; but here is one place where you can get at least one well-balanced meal a day. For the price, you can't beat it. A wise person can see the benefit of the food on the cafeteria tray and eat all of it.

You are in a critical growth period. Your body needs to be well fed and only you can have the greatest control over what you eat. If you eat improperly you may

1. be shorter than you should normally be
2. become fat and soft
3. be more prone to disease later in life
4. have bad skin and hair
5. not perform up to your athletic potential
6. not have healthy, normal children
7. be too thin and flabby
8. develop bad habits that will follow you all your life

Nothing is wrong with a hamburger, or a taco, except they may be high in calories. A snack of cookies and candy now and again are okay too, but when this is your total diet, you need to look for some alternatives to good foods. Fruits, vegetables, make great snacks. Juice drinks are nutritious also. It's your body and you need to take care of it by feeding it the best quality food you can get your hands on.

PROGRAM 15 - HOOKED THROUGH ADS

SYNOPSIS

Advertising and marketing of foods have heavily influenced our actions in food choice and eating habits. Adolescents need to understand how these influences interfere with nutritionally sound patterns of food intake. Being knowledgeable on how advertising and marketing influence our eating habits is important in making responsible decisions about the food we eat.

BEHAVIORAL OBJECTIVES

1. Students will identify gimmicks used by advertisers which convince them to buy a food product.
2. Students will understand that constant consumption of certain foods is harmful to good health.
3. Students will become aware of some food supplements that are expensive and unnecessary.
4. Students will identify alternatives to being hooked through ads.
5. Students will become aware of ways to make wise nutritional food choices.

ACTIVITIES

1. Preview the program.
2. Review the Health Education Instructional Guide, grades 7-12, pages 37-38.
3. Have students bring in examples of ads from TV, magazines, newspapers, etc., to share. Have students rate these ads for: accuracy of information, attractiveness, and persuasive value.
4. Administer the same test used as the pretest to determine any changes in knowledge, attitude or practices as a result of this program series. Report findings to E.T.V. on the E KOKUA MAI form at the end of this guide.

HOOKED THROUGH ADS

Script

The commercial you are about to see may be somewhat familiar to you. But it does not reflect the opinions nor beliefs of the people sponsoring this program.

JANE: Hey come on over to the house, we've got some twinkies and ding dongs.

SUE: Oh boy, twinkies and ding dongs.

You can't kid kids. They know what is good for them. For a snack that's good for you try. . .

Twinkies and ding dongs for that special taste treat.

SUE: Sure can't beat the taste of a ding dong.

JANE: And they're so good for you.

Wait a minute let's take another look at this, and we'll show you how the sponsors of this program think it should go.

JANE: Hey, come on over to the house, we've got some twinkies and ding dongs.

SUE: No thanks, why not go to my place, there's always fresh fruit for us to eat.

You can't kid kids, they know what is good for them. For a snack that's good for you try. . .

Fresh fruit of your choice for that special taste treat.

SUE: Sure can't beat the taste of this banana.

JANE: And fruit is so good for you.

Try it, you'll like it.

Ads on TV, in magazines or wherever, are designed with you, the buyer, in mind. How do advertisers get you to think about their products? How do they convince you that their product is better than the rest? They have their ways. Carefully thought out, tested on thousands, planned to get you to spend your money where they want you to. They want you to remember their products, and here are some of the TV commercial techniques they use.

PIANIST: Oh hello, you've caught me playing that tune again. But you see, Kona Kola is the only drink for me.

Technique 1. Catchy Slogans. It may be in a tune or in a rhyme, or it may be just clever and easy to remember. It's designed to be a handy reminder of the product. It makes the advertisers' hearts warm to hear people humming their jingles.

PIANIST: So for a good bargain in soft drink, you can purchase a six pack. . .

PIANIST: . . . and save, for a six pack costs you less than five cans purchased individually.

Technique 2. It's a Deal. The advertisement tries to show you what a good bargain the product is, how it will save you money. The key words: bargain, save, sale.

PIANIST: So buy a six pack now and save. Kona Kola. It's a bargain.

TEEN ONE: I'll have Kona Kola.

TEEN TWO: I'll have Kona Kola.

TEEN THREE: I'll have Kona Kola.

TEEN FOUR: I'll have Kona Kola.

Script (continued)

TEEN FIVE: Give me guava juice.

TEENS 1, 2, 3, 4: Guava juice?

Technique 3. Everyone Wants One. This method can almost make you feel weird or left out if you don't have one. One what? Why Kona Kola of course. The advertiser tries to convince you that because so many other people have bought it, you should too.

PERSON: Hey kids, I see you're drinking Kona Kola. That's great 'cause it's the one drink I find refreshing to my taste.

Technique 4. You'll Be Special. This method attracts you by having a famous person talk about the product. The hint is, if you like this person, then buy the product.

PERSON: Hey, how's about a Kona Kola?

Technique 5. Your Life Will Be Better. A skit may show people doing something exciting. The advertisers want you to think that your life will be more exciting, if you get one. You'll have more fun, more adventure, romance.

PERSON: Pardon me ma'am, but we are running a test and wonder if you and your son would participate.

WOMAN: Sure, but I see you have Kona Kola there. That is no test. We like Kona Kola already don't we Mike?

MIKE: Sure do. Has the best taste ever.

PERSON: Well here, have one on me!

Technique 6. The Friendly Approach. This method shows regular looking people on the street, in their homes, or in stores. They don't look much like actors or actresses. It aims at making the message believable.

ALAN: Could I have one more?

CHEMIST: For years chemists at Kona Kola's main plant have been carefully perfecting the seven main ingredients that make Kona Kola the drink for you. Kids from all over the world agree that no other drink surpasses the incredible taste treat of Kona Kola.

Technique 7. The Fancy Language Method. This one uses scientific-type words you probably don't even know. The technical terms are supposed to give you the impression that scientific methods were used in making this product.

BOY: We all know how relaxing life can be here in Hawaii. With Kona Kola your favorite drink and mine, a day in the sun is a real treat for family and friends. So open yourself a can of Kona Kola and you'll see . . .

Technique 8. Your Life Will Be Easier. This product works more easily, faster, and will probably last longer than others. How have you lived this long without it? That's what the advertiser would like you to think.

In an average day the average person is exposed to 1600 advertisements all telling them to purchase some product. A lot of the ads deal with foods we eat or places to go eat food. The Federal Trade Commission reviews all TV and radio advertising scripts. Therefore, these ads must tell you the truth, but don't get fooled. They generally only tell you half the truth, the part of the truth they want you to hear.

Imagine the ad we just saw, what would happen if that soft drink company told

you not only does their drink quench thirst and taste terrific, but it also rots your teeth and is full of empty calories.

Many of the items we see advertised are not good for us, they taste good but contain empty calories and ingredients which may be harmful to us, such as hydroginated oils, preservatives, dyes, artificial flavors and drugs such as caffeine.

Ads can influence your eating patterns. Be aware of what you want to eat and you be responsible for making your own eating decisions.

MIKE: Mom, I'm home.

MOTHER: Mike, where have you been, it's later than you usually get home from school.

MIKE: We're doing a report in school on Food Fads, so I stopped in at the school library to get some books on nutrition.

MOTHER: Food fads, that could be very interesting. On which ones will you be reporting?

MIKE: Oh, things like grapefruit melts fat off you, or high protein diets are a safe way to lose weight, and vitamin C pills can cure a cold.

MOTHER: Those are not really true.

MIKE: I know, that's why I'm doing the report. Mr. Ching, our health teacher, said we need to be thinkers and get informed about the foods we eat.

MOTHER: You know, that's just what we were talking about in the state extension class I'm taking, when our teacher said that good, wholesome food full of essential nutrients would give us the necessary diet our body needs. They told us how eating whole grains, raw vegetables and fruits, reducing sugar intake, and eating from the four basic food groups will make us more healthy.

MIKE: You know, it's really confusing figuring out what I need to eat. I hear all this stuff at school, on TV ads, and from my friends about what is or isn't good for me.

MOTHER: Like what?

MIKE: Let me get my report notes. Here are some of the things Mr. Ching said:

MIKE: Sick people spend fortunes each year on special foods and supplements that are supposed to cure them, but don't.

MIKE: And most people who try to lose weight want to do it overnight instead of through weeks of careful dieting and changed eating habits.

MIKE: Children and teenagers suffer most from junk foods. Most junk foods are sadly lacking in nutrients. They're full of empty calories.

MIKE: Then I heard these kids at the bus stop. Can you believe this story? How stupid some kids are. It seems there was this boy and he was really excited about . . .

RAY: Hey man, I got a real good grade on yesterday's history quiz. And I know how to do it again.

JOSE: What's your secret, genius?

RAY: Fish.

JOSE: Fish?

RAY: Sure. Fish is brain food. You

Script (continued)

always hear that. Well, usually I hate the stuff, but the other night it was fish or go hungry, so I gave in. And look at this--96. Even the teacher was surprised. I asked my mom for fish again tonight. Tomorrow we have a big test in English. It's a good thing the test is in the afternoon. The school lunch tomorrow is fish cakes. I might even give up meat.

JOSE: I'd give you some of my candy but it's my breakfast. It gives me energy--it's not as fattening as bacon and eggs and toast, which I don't ever have time for anyway. So you think fish will help me pass math?

MOM: People really are strange when it comes to eating. And chasing fads is like chasing rainbows. There is the thrill of the chase, but no pot of gold at the end.

MIKE: That's what I'm finding out.

MOM: Well, here is a handout we got in our class today with some positive hints I think you could put into your report.

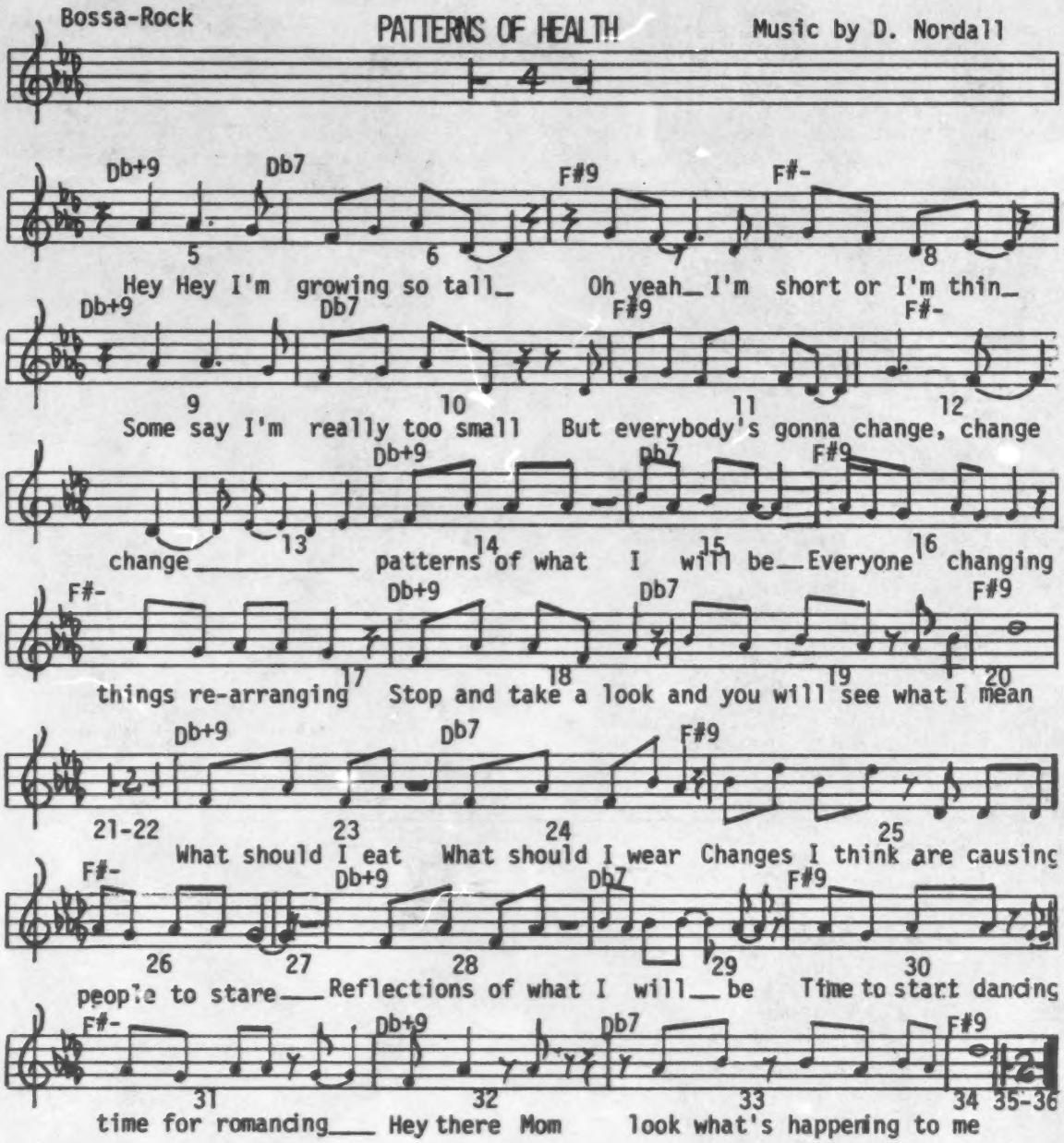
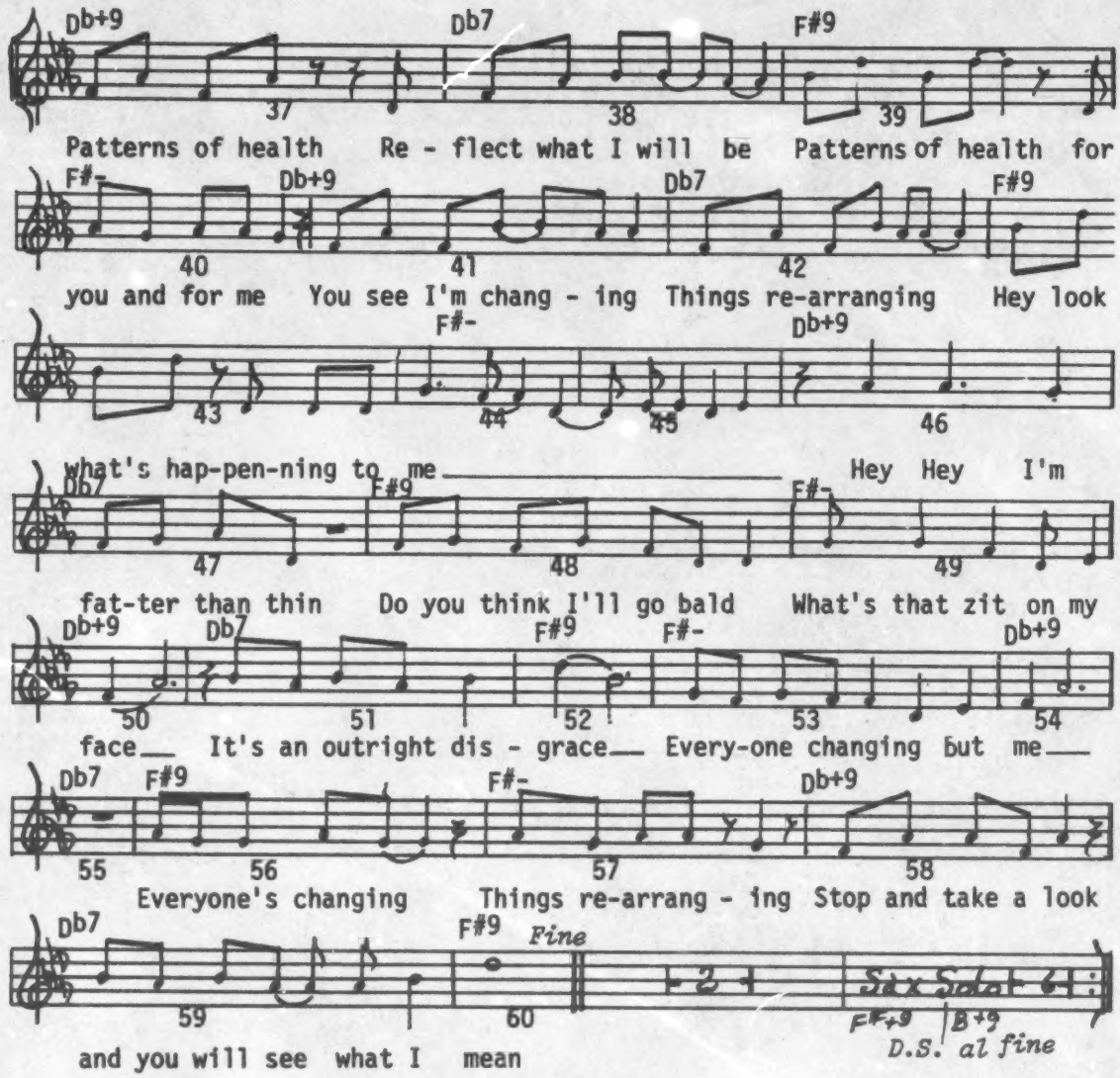
MOM: Eat a wide variety of foods. Use as many fresh foods as possible, those that aren't processed. Wash carefully all foods that need washing before you eat or cook them. The simpler the cooking process the better the foods are for you. Read the labels on foods--they help you to decide on what to eat. Milk and cheese are good sources of calcium and vitamin D. Nutritionally sugar has no food value. Most ethnic diets or meals in Hawaii are a good source of nutritionally sound foods.

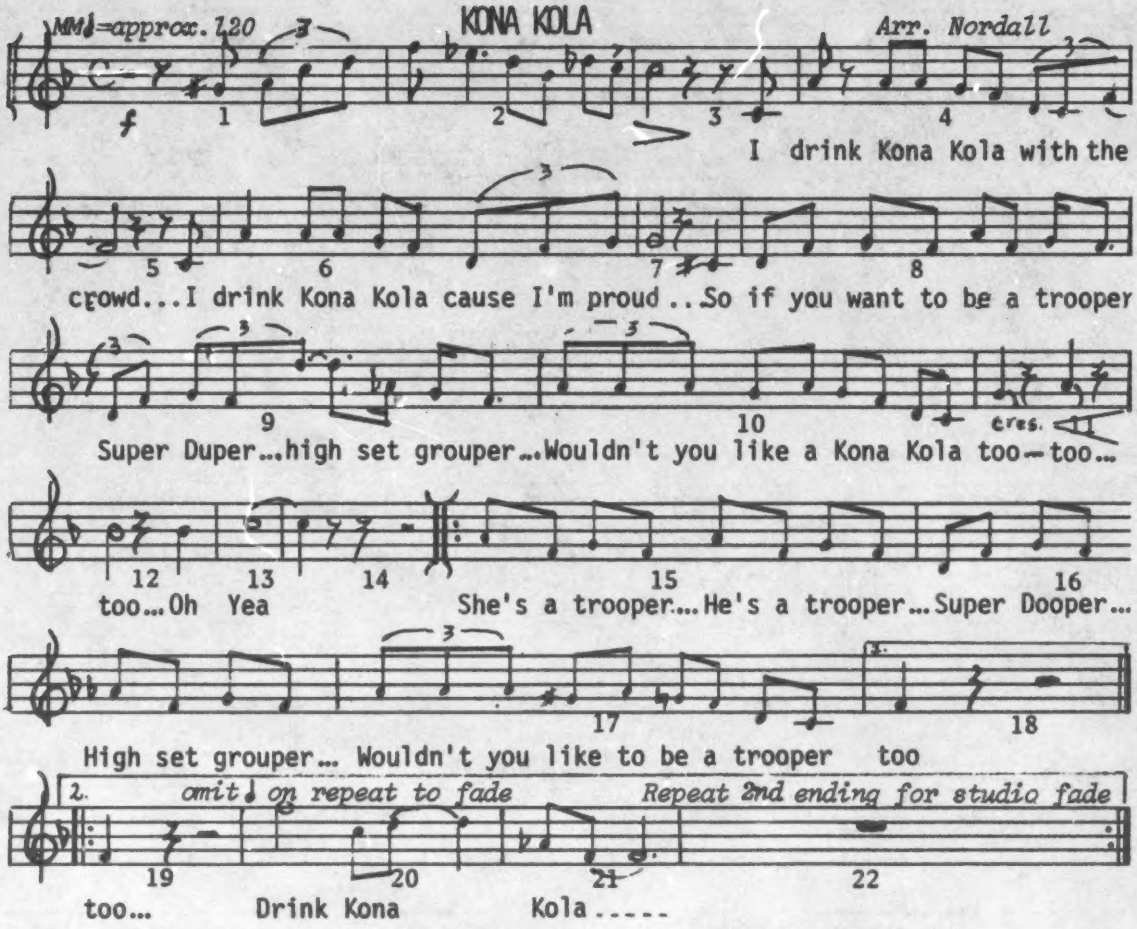
MIKE: It's neat to be learning about the same things you are.

MOM: Well, it won't be long before like almost everyone else, you'll be taking care of yourself and preparing your own foods. I can help you with good eating habits but eventually it's up to you to decide what you will or will not eat. You know!

Bossa-Rock

PATTERNS OF HEALTH

Music by D. Nordall

Db+9 Db7 F#9 F#-
5 6 7 8
Hey Hey I'm growing so tall_ Oh yeah_ I'm short or I'm thin_
Db+9 Db7 F#9 F#-
9 10 11 12
Some say I'm really too small But everybody's gonna change, change
Db+9 Db7 F#9
13 14 15 16
change_____ patterns of what I will be__Everyone changing
F#- Db+9 Db7 F#9
17 18 19 20
things re-arranging Stop and take a look and you will see what I mean
Db+9 Db7 F#9
21-22 23 24 25
What should I eat What should I wear Changes I think are causing
F#- Db+9 Db7 F#9
26 27 28 29 30
people to stare___Reflections of what I will__be Time to start dancing
F#- Db+9 Db7 F#9
31 32 33 34 35-36
time for romancing___ Hey there Mom look what's happening to me

Db+9
Db7
F#9
37
38
39
Patterns of health Re - flect what I will be Patterns of health for
F#-
Db+9
Db7
F#9
40
41
42
you and for me You see I'm chang - ing Things re-arranging Hey look
F#-
Db+9
43
44
45
46
what's hap-pen-ning to me Hey Hey I'm
Db7
F#9
F#-
47
48
49
fat-ter than thin Do you think I'll go bald What's that zit on my
Db+9
Db7
F#9
F#-
Db+9
50
51
52
53
54
face It's an outright dis - grace Every-one changing but me
Db7
F#9
F#-
Db+9
55
56
57
58
Everyone's changing Things re-arrang - ing Stop and take a look
Db7
F#9
Fine
59
60
Sax Solo 64
F#+9
B+9
D.S. al fine
and you will see what I mean


KONA KOLA
Arr. Nordall
♩=approx. 120
I drink Kona Kola with the
crowd...I drink Kona Kola cause I'm proud..So if you want to be a trooper
Super Duper...high set grouper...Wouldn't you like a Kona Kola too—too...
too...Oh Yea
She's a trooper...He's a trooper...Super Dooper...
High set grouper... Wouldn't you like to be a trooper too
omit on repeat to fade
Repeat 2nd ending for studio fade
too...
Drink Kona
Kola.....

E KOKUA MAI (Please Help Us!)

We would so appreciate your taking a few minutes to fill out this questionnaire so that we may have the benefit of your guidance in producing future films and teacher guides. Thank you very much for your cooperation!

Please duplicate and return the completed form to: Educational Television
3157 Manoa Road, Room 3
Honolulu, Hawaii 96822

* *

Teacher's Name _____

School _____ Grade _____

How many watched PATTERNS OF HEALTH? _____

Did you see it on television or on film? _____

How did you hear about the program? _____

_____

Why did you have your class watch PATTERNS OF HEALTH? _____

_____

_____

Did it serve your purpose? Yes_____ No_____

Comments: _____

_____

_____

What comments and reactions did your students make after viewing PATTERNS OF HEALTH?

_____

_____

_____

Was the Teachers' Guide helpful? Yes_____ No_____

Comments: _____

_____

Will you use PATTERNS OF HEALTH again next year? _____

Additional Comments: _____

_____

_____